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Perceived Over-Qualifications of Volleyball Players and Their Relationship with Communication Skills with Team Members in the Clubs of the Northern Region of Iraq

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Abstract

The research aimed to identify the level of perceived over-qualifications among volleyball players in clubs in the northern region of Iraq from their perspective, and their communicative abilities, with an explanation of the type and nature of the relationship between the perceived over-qualifications and communicative abilities. The researchers used the descriptive method in both its survey and correlational styles. The researchers defined the study population as volleyball players in the active clubs of the northern region's premier league and first division, totaling (27) clubs across four provinces: Kirkuk, Nineveh, Diyala, and Salahuddin. The researchers chose the entire study population as the main sample for the research, which they divided into sub-samples: (exploratory study sample, preparation sample, and final application sample), with (12-187-125) players respectively. To measure the research variables, the researchers developed two instruments. The first measures the perceived extra qualifications of volleyball players and consists of (14) items, while the second measures the communication abilities of volleyball players and contains (15) items. They utilized statistical methods (percentage, arithmetic mean, standard deviation, hypothesized mean, T-test, and Pearson's correlation coefficient) to analyze the data collected through these instruments. The researchers managed to derive results from the application of the two tools. They concluded that volleyball players active in clubs of the northern region of Iraq possess a low level of perceived extra qualifications. In contrast, the communication abilities among these volleyball players in the northern Iraqi clubs are of a high level. There is a significant inverse relationship between the perceived extra qualifications of the volleyball players and their communication abilities with team members, and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education).

Keywords

Perceived Over-Qualifications, Communication Skills, Volleyball Players

Introduction:

Volleyball is one of the most popular team sports in Iraq, playing a vital role in its growth, development, and enhancement of its status among other team sports in the country. Sports clubs are instrumental in promoting participation and competition in this type of team sport, in addition to developing individual and collective skills of the players, and fostering values and sportsmanship among players and fans. Volleyball clubs vary from local ones, which participate only in local tournaments, to those

with international engagements in global championships. In addition to providing a suitable sports environment, these clubs strive to attract qualified coaches and choose effective management to achieve sustainable success both locally and internationally. To enhance the technical success of volleyball clubs, it is essential to have players who are highly qualified for the demands of the game, players who possess skills that exceed the team's requirements or the current level of competition. In addition to their efforts to provide a suitable sports environment,

attract qualified coaches, and select effective management to achieve sustainable success at both local and international levels, these clubs are striving to enhance the technical success of volleyball clubs. This necessitates the possession of players significantly qualified for the requirements of playing the game, players who possess skills that surpass the team's or current level of competition's requirements. In addition to possessing distinctive talent that makes a clear difference in team performance, players also benefit from exceptional physical abilities, advanced technical skills, and previous international competition experience. Furthermore, their ability to positively influence and motivate team members is undeniable. Excelling in these aspects can contribute to achieving high-level performance and improving chances of victory. This concept can be referred to as "perceived excess qualifications," where players possessing such qualifications present an opportunity for further team development. This is achieved through the exchange of knowledge and skills among players and leveraging their previous experiences to significantly enhance collective performance and team spirit. Certainly, the significant role of coaches in identifying and leveraging the perceived excess qualifications of certain players for the benefit of the team cannot be overlooked. By guiding and encouraging them to always give their best, a highly experienced volleyball player with excellent physical abilities can serve as a motivator and role model for the team. Additionally, such a player can provide valuable technical and tactical support. Thus, perceived excess qualifications can be a positive and crucial factor in enhancing team performance and achieving the team's objectives. Erdogan and Bauer define perceived excess qualifications as the situation where an individual possesses qualifications that exceed the requirements of the job they are performing. This perception includes education, skills, and work experience. This concept has attracted considerable interest among researchers in the field of human resource

management because it can lead to positive effects for both the individual and the organization (Erdogan & Bauer), (1). Uddin et al. describe perceived over-qualifications as the professional condition in which an employee's education, skills, experiences, and capabilities exceed the job requirements, which are not fully utilized. This reflects the employee's personal perception of having excess qualifications, which can negatively impact job performance, engagement, job satisfaction, organizational behavior, and creative behavior. It also increases the intention to leave and turnover (Uddin et al.), (2). To fulfill both technical and personal roles in volleyball, a player must be capable of effectively conveying ideas and emotions to teammates, coaches, and management. Additionally, they should have the ability to understand others accurately, listen carefully, express thoughts and feelings clearly and precisely, and comprehend non-verbal body language. These abilities, commonly referred to as communication skills, are essential for building healthy and effective relationships with others, both personally and professionally. Communication skills are fundamental tools for success in various professions and tasks, facilitating the achievement of different goals. In the realm of volleyball, perceived over-qualifications play a vital role in players' performance, as they contribute to achieving coordination and understanding among them, and increase the efficiency of collective performance through effective communication. Through this, players can exchange information and enhance understanding on the court, in addition to effective listening and skilled communication, which bolsters positivity in collective performance and has a positive impact on team spirit. Reith-Hall and Montgomery refer to the concept of communicative abilities as "a set of skills and knowledge that an individual possesses to effectively exchange information and ideas with others. It is also the ability to listen attentively, understand various messages, and

express thoughts and feelings clearly and appropriately. Furthermore, it includes the ability to build positive and effective relationships with others. Communicative abilities are essential for assisting in interactions with customers, understanding their needs, and helping them overcome challenges they may face." (3). Similarly, Boustani & Al Abdwani refer to the concept of communicative abilities through skill-based learning as "students' ability to acquire vocabulary and their attitudes towards learning." (4). From here, the importance of the research emerges as it delves into two modern psychological management concepts that have not been explored in the sports sector, namely perceived over-qualification and communicative abilities. According to the researchers' knowledge, it also involves measuring their levels among a crucial segment of the sports community, the volleyball players, and its role in mapping a pathway for volleyball players in terms of focusing on developing their qualifications and potentials, and improving their communication and interaction capabilities among themselves. Additionally, it provides sports institutions and clubs with two tools for measuring these variables. The research problem centers on the fact that in the world of volleyball, players often face various challenges when it comes to meeting the necessary qualifications for playing the game. These challenges can hinder their progress and affect their overall performance. Therefore, it is essential to highlight the problems faced by volleyball players regarding their qualifications, in addition to the lack of a recognized system for individuals to assess their skills and experiences that exceed the requirements of the game, as well as the obstacles that may hinder their ability to communicate effectively. The researchers decided to study these problems, which have been formulated according to a set of questions:

- What is the level of perceived over-qualification among volleyball players in clubs in the Northern region of Iraq? And

what is their level of awareness of these qualifications?

- What is the level of communication skills among volleyball players in clubs in the Northern region of Iraq with team members?
- Is there a relationship between the perceived over-qualification of volleyball players and their communication skills with team members?

The research objectives include identifying the level of perceived over-qualification among volleyball players in clubs in the Northern region of Iraq from their personal perspective, as well as understanding the level of communication skills among these players from their personal viewpoint. Additionally, the study aims to explore the nature and type of relationship between the perceived over-qualification of volleyball players in clubs in the Northern region of Iraq and their communication skills. The research fields included the human domain, which encompasses volleyball players in clubs of the Northern region affiliated with the Central Iraqi Volleyball Federation for both the premier and first divisions in the season (2023-2024). As for the temporal domain, it extended over time from (1/11/2023) to (1/1/2024), and the spatial domain included the volleyball clubs' courts in the Northern region.

The researchers have also defined perceived excess qualifications as "the individual characteristics such as educational level, knowledge, skills, experiences, and talents, which exceed the requirements of the job. It is also the employee's self-belief that their level of skills and qualifications exceeds the job requirements" (5). Additionally, the definition of communication skills is extended to mean "a set of skills and abilities that allow an individual to interact and communicate effectively with others. These capabilities include the ability to pay attention, memory, problem-solving, reasoning, executive thinking, self-assessment, reflective thinking, and cognitive thinking, all of which play a significant role in an individual's personal and social development" (6). The researchers defined

volleyball players as the essential elements for achieving success in matches, possessing a diverse array of important qualities and skills such as high physical fitness, the ability to move quickly and make rapid decisions, skills in reception and blocking, the capacity for cooperation and team play, as well as necessary technical skills like defensive and offensive strategizing and interacting with their team members.

Method and Procedures:

In light of the research problem and the nature of its objectives that the researchers aim to achieve, it necessitated the use of the descriptive method employing both survey and correlational styles to attain the desired outcomes. The researchers have

identified the current research population as volleyball players in clubs of the Northern region in Iraq, across the provinces of Kirkuk, Nineveh, Diyala, and Salahuddin. These players are participating in leagues organized by the Central Iraqi Volleyball Federation for the sports season (2023-2024), encompassing both premier and first divisions, totaling (27) clubs distributed over these divisions, with their details outlined in Table (1). The researchers selected all the members of the research population to form the main research sample using a comprehensive census method. Subsequently, this sample was divided into three sub-samples: the exploratory study sample, the preparation sample, and the final application sample. The details of these sub-samples are provided in Table (2).

Table .1 illustrates the details of the research population.

Seq.	Club Name	Number of Players	Seq.	Club Name	Number of Players
1	Sulaf Al-Jadid	12	15	Khanaqin	12
2	Shorja	12	16	Al-Wajihiya	12
3	Sulaf	12	17	Jadida Al-Shatt	12
4	Kewan	12	18	Al-Khalis	12
5	Hawija	12	19	Mandali	12
6	Nineveh	12	20	Al-Duluiya	12
7	Sinjar	12	21	Al-Dour	12
8	Rabia	12	22	Al-Dujail	12
9	Qaraqosh	12	23	Salahuddin	12
10	Hebib	12	24	Tuz Khurmatu	12
11	Muqdadiah	12	25	Baiji	12
12	Qazaniyah	12	26	Al-Shirqat	12
13	Sharaban	12	27	Al-Is haqi	12
14	Baladruz	12		Total	324

Table .2 illustrates the details of the research samples.

Sample	Number of Individuals	Percentage
Exploratory Study	12	%3.7
Preparation	187	%57.7
Final Application	125	%38.6
Main	324	%100

Measurement:

The research tool serves as the means through which the research gathers the required data. For

this purpose, the researchers prepared two measurement instruments. The first tool measures the level of perceived surplus professional

qualifications of the volleyball players, while the second tool assesses the level of their communicative abilities with team members. The measurement process in both tools is conducted from the perspective of the players themselves, and the development of these tools follows scientific steps. After reviewing the literature and previous studies related to the research variables (perceived over-qualifications and communication skills), the researchers formulated a set of statements that constitute the items of each scale. The number of items for each tool reached (15) statements. In formulating these items, the researchers ensured that the statements were clear, understandable, and contained a single idea. Moreover, they provided a set of response options based on the five-point Likert scale for answering the items of both tools. These response options are (strongly agree, agree, moderately agree, disagree, strongly disagree). After completing the initial formulation of the items for

both tools, the researchers focused on verifying the face validity and appropriateness of the items for the concept intended by the tool. This was achieved by presenting both tools to a group of specialists in the field of volleyball and sports psychology, who numbered (11) experts. The purpose was to obtain their opinions on the proposed items and to make adjustments or additions to any items that required modification. Furthermore, they sought expert feedback on the suitability of the response options provided by the researchers. After compiling the specialists' opinions on the items, it was found that one item from the perceived over-qualifications tool received an agreement rate of less than (75%), and therefore, it was eliminated. Meanwhile, all items of the communication skills tool received agreement rates higher than (75%), and hence, they were retained. Table (3) shows the face validity of both tools.

Table .3 shows the face validity of the two tools.

Perceived Over-Qualifications				Communication Skills			
Item	Suitable	Not Suitable	Agreement Rate	Item	Suitable	Not Suitable	Agreement Rate
1	10	1	%91	1	11	-	%100
2	10	1	%91	2	11	-	%100
3	10	1	%91	3	11	-	%100
4	11	-	%100	4	11	-	%100
5	9	2	%82	5	11	-	%100
6	9	2	%82	6	9	2	%82
7	4	7	%36	7	9	2	%82
8	11	-	%100	8	10	1	%91
9	11	-	%100	9	10	1	%91
10	11	-	%100	10	10	1	%91
11	9	2	%82	11	11	-	%100
12	9	2	%82	12	10	1	%91
13	10	1	%91	13	9	2	%82
14	10	1	%91	14	9	2	%82
15	10	1	%91	15	11	-	%100

To assess the clarity of paragraphs and instructions in the perceived additional qualifications tool and the communication abilities tool, the researchers selected a group of

12 players to form the survey study sample. The survey study was conducted on 26/11/2023, revealing the clarity of the paragraphs. The time required to answer was determined to be an

average of 20 minutes. After reaching the initial formulation for each of the perceived additional qualifications tools and the communication abilities tool for volleyball players, the researchers proceeded with their development. The researchers proceeded to apply the tools to a group of individuals from the main research sample, which consisted of (187) players, forming the preparatory sample. The application process took place during the time from (2/12/2023) to (7/12/2023). The researchers were able to retrieve (169) completed forms, while (18) players were absent during the application process. Subsequently, the researchers conducted a statistical analysis of the results to extract both the validity and reliability of the two tools. Subsequently, the researchers aimed to extract the internal consistency of the two tools to obtain their construct validity. They calculated the internal consistency validity of the tools by finding the correlation coefficients between the score of each item of the tools and the total score

of the tool to which it belongs. This provides us with an understanding of the homogeneity and coherence of the two tools. Table (4) displays the internal consistency coefficients for the two measurement tools, which showed that all the item scores of the perceived over-qualifications tool had significant internal consistency with the total score of the tool, with correlation coefficients of (0.563, 0.411, 0.498, 0.513, 0.452, 0.494, 0.423, 0.402, 0.533, 0.455, 0.582, 0.687, 0.454, 0.492), all at a significance level of (0.000). Therefore, it was decided to retain all items. Similarly, the same table showed that all the item scores of the communication skills tool exhibited significant internal consistency with the tool's total score, with correlation coefficients of (0.494, 0.364, 0.572, 0.546, 0.511, 0.394, 0.603, 0.477, 0.554, 0.509, 0.456, 0.385, 0.487, 0.514, 0.422), at significance levels ranging close to (0.0005-0.000). Consequently, the researchers decided to keep all items without deletion.

Table .4 illustrates the internal consistency of the two tools.

Perceived Over-Qualifications Tool			Communication Skills Tool		
Item	Correlation Coefficient	Significance Level	Item	Correlation Coefficient	Significance Level
1	0.563	0.000	1	0.494	0.000
2	0.411	0.000	2	0.364	0.005
3	0.498	0.000	3	0.572	0.000
4	0.513	0.000	4	0.546	0.000
5	0.452	0.000	5	0.511	0.000
6	0.494	0.000	6	0.394	0.002
7	0.423	0.000	7	0.603	0.000
8	0.402	0.000	8	0.477	0.000
9	0.533	0.000	9	0.554	0.000
10	0.455	0.000	10	0.509	0.000
11	0.582	0.000	11	0.456	0.000
12	0.687	0.000	12	0.385	0.003
13	0.454	0.000	13	0.487	0.000
14	0.492	0.000	14	0.514	0.000
			15	0.422	0.000

To determine the reliability of both the perceived over-qualifications tool, with its (14) items, and

the communication skills tool, with its (15) items, for volleyball players, the researchers utilized

Cronbach's alpha method. Table (5) displays the reliability coefficients for both tools, which were found to be high.

Table .5 illustrates the reliability of the two research tools.

Perceived Over-Qualifications	Communication Skills
0.861	0.815

After completing the development process of both the perceived over-qualifications tool for volleyball players and the communication skills tool, following the aforementioned scientific procedures, the final form of the perceived over-qualifications tool consisted of (14) items as detailed in Appendix (1). Meanwhile, the final form of the communication skills tool comprised (15) items, as shown in Appendix (2). The researchers established a scoring key for answering the items of both tools by selecting one

of the five provided options (strongly agree, agree, moderately agree, disagree, strongly disagree), which are assigned the weights (5-4-3-2-1) respectively. Consequently, the highest score that can be obtained on the perceived over-qualifications tool is (70) and the lowest score is (14). Meanwhile, the highest score that can be obtained on the communication skills tool is (75) and the lowest score is (15). Table (6) illustrates the scoring keys for both tools.

Table .6 illustrates the answer key for the two research tools.

Alternative	Strongly Applicable	Applicable	Somewhat Applicable	Not Applicable	Not Strongly Applicable
The weight of the positive item	5	4	3	2	1

The researchers applied the final versions of both the perceived over-qualification tool for volleyball players and the communication skills tool for volleyball players to a group consisting of the remaining participants from the main research sample, representing the final application sample, which included (125) players. The application process was conducted during the time from 16-21/12/2023. The researchers were able to retrieve (113) completed forms, due to the absence of (12) players. Subsequently, the data was statistically processed to obtain the results of the application

process and to extract the levels of the items for both research tools, as well as the relationship between the two tools. The statistical package (SPSS) was used, and through a variety of statistical methods, the researchers statistically processed the results of the final application of the research tools. The statistical methods used included: percentage, mean, standard deviation, hypothetical mean, t-test, and Pearson correlation coefficient.

Results:

Table .7 shows the mean, standard deviation, hypothetical mean, and the level of the items of the perceived over-qualifications tool.

Item	Hypothetical Mean	Arithmetic Mean	Standard Deviation	T-value	Significance Level	Level
1	3	2.71	1.140	1.959	0.055	Average

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2	3	2.53	1.143	3.102	0.003	Low
3	3	3.33	0.473	5.270	0.000	High
4	3	3.12	0.983	0.943	0.350	Average
5	3	2.57	1.028	3.194	0.002	Low
6	3	1.97	1.059	7.439	0.000	Low
7	3	2.41	1.077	4.147	0.000	Low
8	3	1.91	1.261	6.563	0.000	Low
9	3	3.31	0.467	5.065	0.000	High
10	3	2.50	1.288	2.957	0.005	Low
11	3	3.53	0.537	7.581	0.000	High
12	3	2.57	1.094	3.001	0.004	Low
13	3	3.07	0.835	0.629	0.532	Average
14	3	2.26	1.052	5.365	0.000	Low
Tool	42	37.81	9.056	3.496	0.001	Low

Table (7) indicates that the items of the perceived over-qualification tool for volleyball players obtained levels ranging from low, medium, to high. The items (2, 5, 6, 7, 8, 10, 12, 14) achieved low levels because their mean values were significant but lower than their hypothetical mean. The items (1, 4, 13) reached medium levels with mean values that were not significantly different from the hypothetical mean. The items (3, 9) attained high levels as their mean values were significant and higher than the hypothetical mean. Overall, the perceived over-qualification tool as a whole obtained a low level with a mean value of (37.81), which was significantly lower than the hypothetical mean value.

The low result obtained by the perceived over-qualifications tool could be attributed by the researchers to the physical weakness characterizing the players due to their laxity in performing the necessary and modern training to enhance their capabilities. Additionally, their lack of essential skills specific to volleyball, including planning, execution, work management, making use of the allocated training time, and preparing for it before starting, as well as their evident psychological suffering caused by the pressures generated by the competitive circumstances of the matches, affected their correct interpretation of play situations and its various techniques, and their ability to adapt to them. This also includes following changing play strategies and renewed

patterns, which involve accurately perceiving the opposing team's movements during matches, and a weak psychological and motor response to the frequent ball movements whether in defensive or offensive play situations. The decrease in this result was further exacerbated by the players' ineffective problem-solving during training or matches to achieve successful performance, as well as their legal illiteracy in terms of interpreting and applying the rules and procedures governing the game's proceedings, whether during training or playing. All the aforementioned reasons led to the volleyball players' over-qualifications and their perception of them being low. Khassawneh et al. stated, "The lack of additional qualifications in an individual's field of work may lead to various problems, affecting the expansion of their skills and the development of their expertise. This could potentially result in limited professional opportunities or promotions in the future, and may negatively impact self-confidence and self-respect" (7). Additionally, Luksyte et al. (2022) mentioned that perceived additional qualifications "affect personal satisfaction and engagement in personal life, thus impacting overall quality of life. Therefore, understanding how perceived additional qualifications shape these outcomes can be of significant importance to researchers and practitioners in the field of human resource management and organizational psychology" (8).

Furthermore, Deng et al. (2018) indicated that possessing perceived additional qualifications can influence an employee's behaviour in various

ways, such as affecting their job performance within the defined role and also their extra-role behaviours outside the defined role (9).

Table .8 displays the mean, standard deviation, hypothetical mean, and the levels of the items of the communication skills tool.

Item	Hypothetical Mean	Arithmetic Mean	Standard Deviation	T-value	Significance Level	Level
1	3	3.90	1.410	4.841	0.000	High
2	3	2.10	1.209	5.645	0.000	Low
3	3	4.12	1.125	7.586	0.000	High
4	3	3.60	1.008	4.561	0.000	High
5	3	3.67	0.906	5.653	0.000	High
6	3	2.12	1.299	5.156	0.000	Low
7	3	2.36	1.398	3.475	0.001	Low
8	3	4.17	0.939	9.507	0.000	High
9	3	4.24	0.961	9.840	0.000	High
10	3	3.98	1.116	6.707	0.000	High
11	3	3.59	0.974	4.584	0.000	High
12	3	3.81	1.067	5.783	0.000	High
13	3	2.34	1.319	3.784	0.000	Low
14	3	3.74	1.250	4.515	0.000	High
15	3	4.05	1.191	6.726	0.000	High
Tool	45	51.81	11.442	4.533	0.000	High

Table (8) shows that the levels of the communication skills tool items for volleyball players ranged between high and low. The items (1, 3, 4, 5, 8, 9, 10, 11, 12, 14, 15) achieved high levels with mean values that were statistically significant and higher than the hypothetical mean value. Conversely, the items (2, 6, 7, 13) obtained low levels with mean values that were statistically significant but lower than the hypothetical mean value. Overall, the communication skills tool as a whole achieved a high level with a mean value that was statistically significant and higher than the hypothetical mean value.

The aforementioned table demonstrates a high level of communication skills among volleyball players, which the researchers might attribute to the players' significant ability to send and receive verbal and non-verbal messages clearly during communicative processes, coupled with various psychological factors such as focus and attention.

This enhanced the level of understanding among them and manifested in synchronized cooperative behaviours through expressive physical communication, denoted by movements and positive gestures, and motivating each other to present a bright image of the team during matches. This is fundamentally based on a cultural environment built on respect, understanding, and cooperation, which helped them collaboratively face the challenges and problems encountered during training and matches. The heightened level is further amplified by effective communication with the person primarily responsible for the players' training and technical aspects, namely the team coaches. This is through actively listening to their recommendations and instructions and accurately and promptly implementing these directions during the matches. Additionally, the players' serious commitment to the game's rules and laws

professionally, along with positive communication with the management both technically and administratively through effective and constructive discussions, also contributed to the elevated rate.

Dhondt et al describe communication skills as "fundamental for social interaction and success in many aspects of daily and professional life. They help in building healthy and positive social relationships, facilitate working and understanding others better, and play a crucial role in professional success. They enable effective communication with colleagues, clients, and managers, facilitate the negotiation and problem-solving processes, and are essential for learning new languages and adapting to new and different environments" (10). Yang et al mention

that "the concept of communication skills refers to the ability to communicate and interact with others using language, non-verbal cues, facial expressions, and body language." These capabilities include the ability to express desires, needs, feelings, and thoughts, as well as understanding and interpreting what is communicated by others" (11). Regarding the communication skills of students, both (Ismail et al) and (Rosyid et al) mention that "they represent the students' ability to express their ideas and solve their assignments effectively and clearly, including the ability to elucidate daily events using language, symbols, or models, as well as the capability to communicate accurately and effectively with peers while presenting solutions logically and understandably" (12) (13)

Table .9 illustrates the relationship between perceived over-qualifications and communication skills.

Research Variables		Correlation Coefficient (r)	Significance Level
Perceived Over-Qualifications	Communication Skills	0.727-	0.000

Table (9) indicates that there was a significant inverse correlation between the perceived over-qualifications of volleyball players and their communication skills, with a correlation coefficient of (-0.727) and a significance level of (0.000). The researchers suggest that the inverse relationship between the perceived over-qualifications of volleyball players and their communication skills could be due to the possibility that as the perceived over-qualifications of the volleyball players increase, it might inadvertently hinder their communication skills. This could result from an excessive focus on their personal and internal aspects, which may negatively impact their ability to communicate effectively with others. This situation could lead to the neglect of the importance of effective communication within the team, thereby hindering the overall performance of the team. Additionally, it might create difficulties for the players in conveying their true intentions towards

their teammates, coordinating their movements, and collective skills during the game. Conversely, when players focus on developing their communicative abilities with their teammates and other team members, it could negatively impact their efforts to enhance and increase their qualifications.

Conclusions:

In light of the findings reached by the researchers, they present a set of conclusions:

- Volleyball players active in clubs of the Northern region of Iraq possess a low level of perceived over-qualifications.
- The communication skills among volleyball players in clubs of the Northern region of Iraq are characterized by a high level.
- There is a significant inverse relationship between the perceived over-qualifications of the volleyball players and their communication skills with team members.

Recommendations:

The researchers have suggested a set of recommendations:

- Emphasize the importance of utilizing the tools for measuring perceived over-qualifications and communication skills, and advocate for their adoption by various clubs and sports institutions to assess these levels among their members and teams.
- It is essential for the management of volleyball clubs and national teams to recognize the importance of a player possessing capabilities that exceed the direct requirements of the sport, which represents a unique opportunity for growth and advancement, elevating the player's performance to unprecedented levels, thereby benefiting both the individual and the team as a whole.
- The researchers recommend that club administrations and coaches implement various strategies and practices to develop communication skills among players, aiming to enhance overall performance and team cohesion. Additionally, they emphasize improving each player's personal growth and development, highlighting that effective communication on the field results in smooth coordination, quick decision-making, and the ability to adapt to changing game situations. By stressing the importance of communication, players are encouraged to actively engage with their teammates, leading to improved teamwork and achieving a higher level of performance.

Author's declaration:

Conflicts of interest: None

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-Clearance: this manuscript approved by local ethical committee of physical education and sport sciences college for women on (January /2024)

Author's contributions:

All contributions of this study were done by the researchers (M.H. and M.H.) who get the main idea and work on writing and concluding also with number of experts, Mohammed Ali Fayadh (Education General Directorate of Erbil) in Statistics, Stuart Biddle in revision, Inaam Ghalib in translating, Haifaa Ahmed in proofreading
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Appendix (1)
represents the final version of the perceived over-qualification tool

1	Content	Strongly Applicable	Applicable	Moderately Applicable	Not Applicable	Not Strongly Applicable
1	I possess the ability to lead individual and team training sessions distinctively.					
2	I have skills in planning for matches and managing time outside of training hours.					
3	I am capable of adapting to performance requirements in different playing positions.					
4	I master the techniques of effective advancing and receiving in offensive and defensive situations.					

5	I can read the opposing team's various play tactics and adapt to them during the match.					
6	I predict the movements of the opposing team's players through my strategic vision of play patterns.					
7	I dedicate myself to physical training aimed at improving fitness elements to develop my physical capabilities.					
8	I respond effectively to the ball's movement on the court in terms of speed in defense and offense.					
9	I use advanced tactics and strategies in executing precise serves and successful receptions.					
10	I possess the ability to interpret and apply the rules of volleyball during training sessions and matches.					
11	I develop my leadership skills both on and off the playing field.					
12	I am capable of training and playing under various pressures and competitive conditions.					
13	I have the ability to lead complex offensive situations and dynamically adjust the game strategy.					
14	I adapt to the challenges facing the team to achieve outstanding performance on the field.					

Appendix (2)
represents the final version of the communication skills tool

Item	Content	Strongly Applicable	Applicable	Moderately Applicable	Not Applicable	Not Strongly Applicable
1	I can communicate with my teammates on the field clearly and without confusion.					
2	I possess the ability to effectively guide my teammates during the match.					

3	I make sure to motivate my teammates to deliver their best performance during the match.					
4	I effectively use body language to enhance communication with my teammates on the field.					
5	I enjoy skills in coordination and cooperation with my teammates.					
6	I can identify the needs of my teammates both on and off the field.					
7	I possess analytical skills for game situations and sharing them with the coach.					
8	I have the ability to express my respect for my teammates and understand their different positions.					
9	I demonstrate effective ability in listening to and correctly understanding the coach's instructions.					
10	I quickly understand the coach's directions and accurately apply them on the field.					
11	I communicate properly with the management to discuss technical and administrative matters related to the team.					
12	I adhere to the laws and rules governing the club's operations and handle them with professionalism.					
13	I present my suggestions and opinions regarding the team's situation to the management in an objective and logical manner.					
14	I possess the ability to confront the pressures and challenges that occur during the match in cooperation with my teammates.					
15	I can clearly understand my teammates' messages on the field without any distraction.					

المؤهلات الزائدة المدركة لدى لاعبي الكرة الطائرة وعلاقتها بالقدرات التواصلية مع أعضاء الفريق في أندية العراق للمنطقة الشمالية

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مستخلص البحث

هدف البحث إلى التعرف على مستوى المؤهلات الزائدة المدركة لدى لاعبي الكرة الطائرة في أندية العراق للمنطقة الشمالية من وجهة نظرهم الشخصية، والقدرات التواصلية لديهم، مع بيان نوع وطبيعة العلاقة بين المؤهلات الزائدة المدركة والقدرات التواصلية، وقد استخدم الباحثان المنهج الوصفي بأسلوبيه المسحي والارتباطي، وقد حدد الباحثان مجتمع البحث بلاعبي الكرة الطائرة في أندية المنطقة الشمالية الناشطة في الدوري الممتاز ودوري الدرجة الأولى والبالغ عددها (27) نادياً ضمن أربع محافظات هي (كركوك، ونيوى، وديالى، وصلاح الدين)، وقد اختار الباحثان جميع أفراد مجتمع البحث كعينة رئيسة للبحث، والتي قسمها إلى عينات فرعية وهي (عينة الدراسة الاستطلاعية، وعينة الإعداد، وعينة التطبيق النهائي) بواقع (12-187-125) لاعباً على التوالي، ولأغراض قياس متغيرات البحث قام الباحثان بإعداد أداتين، تقيس الأولى المؤهلات الزائدة المدركة لدى لاعبي الكرة الطائرة وعدد فقراتها (14) فقرة، والثانية تقيس القدرات التواصلية لدى لاعبي الكرة الطائرة وعدد فقراتها (15) فقرة، وعبر استخدام الوسائل الإحصائية (النسبة المئوية، الوسط الحسابي، الانحراف المعياري، الوسط الفرضي، اختبار (ت)، معامل الارتباط البسيط (بيرسون) تمكن الباحثان من التوصل إلى نتائج تطبيق الأداة، ومنها استنتج الباحثان بأن لاعبي الكرة الطائرة الذين ينشطون في أندية المنطقة الشمالية العراقية يمتلكون مستوى منخفضاً من المؤهلات الزائدة المدركة، وتمتاز القدرات التواصلية لدى لاعبي الكرة الطائرة في أندية المنطقة الشمالية العراقية بانها ذات مستوى مرتفع، مع وجود علاقة معنوية عكسية بين المؤهلات الزائدة المدركة لدى لاعبي الكرة الطائرة وبين قدراتهم التواصلية مع أعضاء الفريق. وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد).

المؤهلات الزائدة المدركة، القدرات التواصلية، لاعبو الكرة الطائرة

الكلمات المفتاحية