

DOI: <https://doi.org/10.54702/0smy2z45>**The effect of a psychological guidance program on competition anxiety among basketball training center players in Babylon**Jaafar Hamza Kadhim <sup>(1)</sup>✉, Bilal Abdel Hamza Aziz <sup>(2)</sup>✉, Mustafa Tariq Fakhry<sup>(3)</sup>✉

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**Received: 23/01/2024, Accepted: 26/01/2024, 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 purpose of this paper is to identifying the level of sports competition anxiety, and to identify the effect of the guidance program. Psychological research in reducing the level of sports competition anxiety among basketball players aged 12-14 years. The researchers used the experimental method to suit the nature of the research. The research community included basketball players at the Specialized Training Center in Babylon, Hamza Nouri Hall, affiliated with the Youth and Sports Directorate in Babylon, ages (14-16 years) for the season (2023-2024), and their number reached (25) players, namely they represent the entire research sample and community. One of the most important results reached by the researcher is that: The guidance sessions had a positive effect in reducing sports competition anxiety among the players in the research sample, and the self-confidence dimension outperformed the cognitive and physical anxiety dimensions among the research sample. One of the most important recommendations by the researchers is that: Using the guidance approach in the psychological preparation of players, and its subject matter is based on the psychological factors affecting some personal traits affecting the player's ability to perform skillfully and tactically ,and paying attention to the psychological preparation process through the presence of a psychologist in the sports team.

**Keywords** guidance program, competition anxiety**Introduction:**

Psychological guidance is the professional relationship and the mutual human connection through which interaction, influence and influence take place between two parties, one of whom is a specialist, the psychological counselor, and the other the counselee. The psychological counselor seeks to help the counselor solve the problem he is suffering from, Hala indicated. "Psychological guidance is a process that leads to stimulating the individual in order to achieve a number of goals, which are to help the individual evaluate himself, evaluate the opportunities available to him, increase the individual's ability to make choices that suit his available abilities and potentials, and accept the individual for the results of his choices and the obligations that result from them." And responsibilities, identifying the means to achieve the choices are in place" (2). Psychological

guidance for athletes is an important field of sports psychology if it is applied correctly and given sufficient attention in the preparation process for athletes because it is able to intervene in the development of many aspects such as enhancing performance and crisis intervention skills such as meditation, communication skills, stress management, goal setting, etc. This type of approach does not wait for the crisis to occur and then search for treatment, but rather anticipates problems at an early stage and deals with them before they reach the point that requires intervention. Paying attention to young age groups is the cornerstone of the game of basketball, in addition to considering this stage one of the most important stages of training, so we must take care of them and prepare them in correct numbers based on scientific foundations. Basketball is one of the activities in which competition concerns

appear greatly because of its special nature in the competition, where players compete in a specific area and each of them tries to insert the ball into a relatively small hoop, scoring points to win. His competitor and bears all the great burden of delivering the ball, cutting it and passing it to a teammate in a relatively short time and for four consecutive games. All of this generates pressure and anxiety among the players and the fear of losing the ball and thus giving the competitor the opportunity to attack and score points. Perhaps the anxiety that accompanies sports competition is considered one of the most important topics of sports psychology. Which must be examined in all its aspects because of its direct connection to the player and the sports competition. The state of anxiety at the beginning of the competition is considered nothing but a natural phenomenon that every athlete experiences. It basically aims to work on his transition from a state of passive waiting to a state of actual participation and contributes to a great extent in preparing the athlete for will make an effort in sports competition, but sometimes it is associated with some unpleasant negative aspects that lead to a decline in the level of the athlete's ability to perform during sports competition. Likewise, the efficiency of athlete players and their sports achievements are not determined by the amount of skills, principles and foundations of play they possess alone. From the above, the importance of research in harnessing psychological educational guidance, which has a clear impact on modifying human behavior, becomes clear from the above, and due to the lack of a guidance program to reduce competition anxiety for basketball players aged 12-14 years in particular, which prompted researchers to prepare guidance exercises to reduce competition anxiety, The problem of the research lies in identifying the guidance needs to

reduce sports competition anxiety. The problem can be summarized by asking whether psychological guidance sessions can reduce the sports competition anxiety that faces basketball players aged 12-14 years. The purpose of this paper is to identifying the level of sports competition anxiety, and to identify the effect of the guidance program. Psychological research in reducing the level of sports competition anxiety among basketball players aged 12-14 years. The research hypotheses were the psychological guidance program has a positive effect in reducing the level of sports competition anxiety for the players in the research sample. As for the areas of research, the human field: Babylon Academy basketball players aged 12- 14 years for the year 2023-2024, Time field: For the period from 10/10/2023 to 10/12/2023, Spatial field: The indoor sports hall (Hamza Nouri Hall) of the Youth and Sports Directorate in Babylon.

### **Method and Procedures:**

#### **Research Methodology:**

The researchers used the experimental method to suit the nature of the research.

#### **Community and sample research:**

The research community included basketball players at the Specialized Training Center in Babylon, Hamza Nouri Hall, affiliated with the Youth and Sports Directorate in Babylon, ages (14-16 years) for the season (2023-2024), and their number reached (25) players, namely they represent the entire research sample and community. The competition anxiety test was conducted and the psychological guidance program was applied to them. The researchers homogenized the research sample (height, weight, chronological age, and training age).

**Table .1** shows the statistical parameters of the homogeneity of the research sample using the skewness factor in the variables of Length, weight, chronological age, and training age.

Variables	Measuring unit	Mean	Median	Std. Deviation	Mode	Skewness
Length	Cm	167.2	166	2.767	167	0.192
weight	Kg	64.6	63	3.87	64	0.26
Chronological age	Year	15.3	15	2.865	14	0.28

Training age	Year	2.4Year	2.1	1.054	2	0.22
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### Methods, tools and devices used in research:

- Observation and experimentation/questionnaire/interviews/Arabic and foreign sources and references.
- Electronic calculator (CLTON)/personal calculator (DELL) (1)
- (1) Kenko manual stopwatch / Legal basketball court
- Basketballs (10)

### Field research procedures

#### Competition Anxiety Inventory Test (1)

Research tools: Competition Anxiety Scale: It is a qualitative scale developed by Mattens and colleagues (1990) and its Arabic version was prepared by (Osama Kamel Rateb ,2000) and includes three components:

A- Cognitive anxiety, B- Physical anxiety, C- Self-confidence

Each component was represented by (9) statements, and thus the total number of statements in the scale reached (27) statements, each with (4) alternatives, which are (very often, moderate, sometimes, rarely), and the answer score for them is (1,2,3,4). respectively for positive statements, and the answer score for negative statements is reversed (4,3,2,1). Thus, the total score of the scale is (108) degrees, and the lowest score is (27) degrees. As for the highest score for each component, it is (36) degrees, and the lowest score is (36) degrees. (9) degrees. The answer to the scale is given in two separate situations. The first is a quiet time before the exercise and the player is in a relaxed state (calm), and the second is in a competition situation (under competition pressure). The answer is without taking up time, but rather is a description of the current feelings (now) and in order to ensure the validity of the scale. The aforementioned scale, the researcher conducted the necessary scientific procedures as follows:

1 - Sports for a specific period determined by the researchers (a week before the match, several days, or several hours, for example) on a four-graded scale (almost never, sometimes, often, almost always). The list includes 9 statements for each of the three dimensions separately. Scientific

coefficients: The reliability coefficient reached between 0.79-0.83 for the cognitive anxiety dimension, between 0.82-0.83 for the physical anxiety dimension, and between 0.87-0.90 for the self-confidence dimension. Validity was found through correlational validity for the dimensions of the list (with the Rotter scale of control).

### Correction:

- The numbers of the phrases after cognitive anxiety are 1-4-7-10-13-16-19-22-25.
- The numbers for physical anxiety statements are 2-5-8-11-14-17-20-23-26.
- The phrase numbers after self-confidence are 3-6-9-12-15-18-21-24-27.
- All the existing statements are in the direction of each dimension, except for statement No. 14 in the physical anxiety dimension
  - Almost never = 1 degree
  - Sometimes = two degrees
  - Mostly = 3 degrees
  - Almost always = 4 degrees

The scores for each dimension are collected separately, and the higher the subject's score on the dimension and the closer it gets to the maximum score for the dimension (26), the more distinguished it is by the characteristic that this dimension measures.

### Planning the extension program exercises:

The researchers relied on behavioral theory in planning the program, and the researcher will determine the model (planning, programming, and budgeting) as a system for planning the program, as this type of administrative methods is considered effective in planning because it seeks to reach the maximum extent of effectiveness and benefit at the lowest costs. Its steps are summarized as follows:

- 1- Identifying needs.
- 2- Choose priorities.
- 3- Choose goals and write them.
- 4- Creating programs and activities to achieve goals.
- 5- Program calendar.

### Exploratory experiment

In order for the researchers to identify the obstacles accurately and clearly, the exploratory experiment was conducted on (12/8/2023) on a

sample of (6) players in a trial match, and the Sports Competition Anxiety Scale form was used (30) minutes before the match, then the researchers conducted a second exploratory experiment by applying the psychological guidance program by testing a number of players with high competition anxiety. The exploratory experiment showed the possibility of final application of the guidance program.

#### Pre-tests

The researchers tested competition anxiety on December 20, 2023, in agreement with the training center coach. A friendly tournament was held for training centers in the governorates, with the participation of 6 training centers in the Babylon training hall. Players with a high level of competition anxiety were selected after answering

the competition anxiety form. The guidance program exercises will then be applied to them.

#### Guidance program

The researchers began implementing 12 guidance sessions, 3 sessions per week, for a period of 30 minutes, applied after the pre-test and on (12-22-2023 until 1-25-2024) on the sample that obtained a high level of competition anxiety.

**Post-tests:** The researchers conducted the tests in the same place and conditions in which the pretests were conducted, on 4/2/2024.

**Statistical methods:** The search data was processed through the Statistical Package for the Social Sciences (SPSS).

#### Results:

**Table .2** shows the value of the arithmetic mean, the standard deviation, the calculated t value, and the statistical significance for the axes of the Sports Competition Anxiety Scale

Variables	Measuring unit	Per-test		Post-test		T value Calculated	Level sig	Type sig
		Mean	Standard deviation	Mean	Standard deviation			
1 Cognitive anxiety	Degree	22.87	1.701	14.22	1.002	16.8	0.001	Sig
2 Physical anxiety		24.33	3.002	12.34	2.887	17.30	0.003	Sig
3 Self confidence		25.678	2.077	16.340	0.223	10.91	0.001	Sig

Significant when the error rate is less than or equal to (0.05)

#### Discussion:

It is clear from Table No. (2) that there are significant differences for all aspects of the sports competition anxiety scale. This indicates the presence of clear competition anxiety that can be noted among the individuals in the research sample. The reason for this may be the specificity of the research sample that was selected in the current research, which was represented by athletes. Basketball at the age of 14-16 years, and researchers attribute these differences to neglect of psychological preparation, which did not take its ample share in the physical, skill and tactical preparation curriculum during the training stages. This is what (Muhammad Hassan) indicated, "The various competitions have a significant impact on Players in general and events in particular. A team

whose players do not achieve victory weakens their morale and doubts creep into their souls about their own ability, especially when the competitor is at a higher level and more prepared (3). This also suggests that the anxiety about sports competition that appeared in the sample's pre-tests was mostly related to the irrational ideas that the player had about the tournament, which were derived from the environment in which he was located, which relied to a large extent on adopting distorted ideas and unreal images about sports competitions. And what the researchers did in the current program, which included confronting fears, replacing negative thoughts with positive ones, training to stop negative thinking, rational thinking, relaxation techniques, and self-talk among the players, these results are

consistent with (Borders 1992) in the success of the guidance method with small samples. (Fouad Al-Bahi) "Guiding small and organized groups in particular within a specific period of time is considered a safe and accurate practice and application based on the principles and concepts of group dynamics, progress and suitability from an evolutionary standpoint. It will lead to strong and stable interactions and connections with the exercise that will enable them to learn and acquire skills and abilities related to planning and organization." (4). The researchers also attribute the current result to multiple factors that raise anxiety for emerging players (fear of physical injury, fear of failure, fear of the presence of others, and fear of psychological incompatibility), and given the multiplicity of these fears and their inclusion of an important part of the level of thinking of the player who is expected to face some psychological and skill problems. Physically, through participation in competitions, these reasons, in general, have aroused the player and contributed to his adoption of a number of fears, and thus this has enhanced their level of anxiety, and when they live in the atmosphere of an official match, their level of anxiety rises and turns from facilitating anxiety during a time of rest and relaxation to crippling anxiety under pressure. Competition and they lose focus on the goal, and here comes the role of the coach to confront all the possibilities that occur during competitions, such as the stadium, the quality of the ground, the crowd, and the opposing team. (Kamel Taha) pointed out, "The coach's prior vision or reading of the image of the competition before competing in it is reflected in the behavior of the players themselves and leads them to high achievement." Then achieving the best results. "Therefore, it has become the coach's duty to work on getting the player accustomed to these influences during training, and so that there is no longer a gap between performance during training and performance during the match" (5). (Mustafa Abdul Salam) pointed out, "In good preparation for competitions, psychological preparation gains great importance, which increases the self-confidence factor, which is considered positive, which is offset by the negative dimension, which is cognitive and physical anxiety, and the opposite is true to a large extent, meaning that the degree of

cognitive and physical anxiety increases." Corresponding to a low degree of self-confidence, this result is largely consistent with modern cognitive theories of anxiety and self-confidence, which were addressed by both (Bandura, 1977) and Wayne (1971)" (6). The study (Raghdaa and Sahira) indicated, ("Preparing for psychological programs and preparing the players thus has a positive response") (7), and the study (Raghdaa and Sahira) confirmed (that self-presence reduces fears and anxiety for competition) (8). The study (Raghdaa and Sahira) "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.

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. (9).

#### **Conclusions:**

- The guidance sessions had a positive effect in reducing sports competition anxiety among the players in the research sample
- The self-confidence dimension outperformed the cognitive and physical anxiety dimensions among the research sample.

#### **Recommendations:**

- Using the guidance approach in the psychological preparation of players, and its subject matter is based on the psychological factors affecting some personal traits affecting the player's ability to perform skillfully and tactically.
- Paying attention to the psychological preparation process through the presence of a psychologist in the sports team.
- Conducting research and studies on competition anxiety in various types of sports activities for the player to confront the

stressful situations he is exposed to in sports competitions.

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### Appendix (1)

First session

Session title: Introducing the program and building mentoring relationships.

Session objectives:

- The guide introduces himself to the group members.
- Introducing the members of the guidance group to each other
- Introducing the members of the guidance group to the importance of psychological guidance programs and their role in providing them with effective methods to confront the anxiety that they experience during competitions.
- Clarifying the concept of anxiety and its impact on the results of the match.
- Recognizing the importance of the proposed programs in providing assistance and reducing the level of competition anxiety among players.

Techniques used	Session time	Session content and procedures
Lecture, group discussion, and homework	30minutes	<ul style="list-style-type: none"> <li>- Welcoming the members of the guidance group and providing a simplified explanation of some personal, scientific and professional aspects of the guide.</li> <li>- Each member of the guiding group introduces himself before the group.</li> <li>- Encouraging members to express their opinions with complete freedom and what they feel during the match, anxiety and knowledge, and working to respect mutual opinions between players in guidance sessions.</li> </ul>

		<ul style="list-style-type: none"> <li>- Working to achieve harmony and consensus among group members in order to increase confidence in themselves and others.</li> <li>- A statement of the leader's attendance at guidance sessions by the players for the purpose of achieving scientific and practical leadership in applying the content of the guidance sessions.</li> <li>- Agreeing with the players on the dates and locations of the program sessions so that they do not overlap with important times for the group, such as studying and training.</li> <li>- Commitment to attending the program's guidance sessions in full without being absent, and to cooperate in performing home guidance duties and tasks.</li> <li>- Do not talk about what is going on during the sessions and maintain the confidentiality of the sessions.</li> <li>- Not ridiculing or belittling others, and mutual respect for opinions between players.</li> </ul>
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### Second session

Session title: Anxiety, its causes and treatment in the sports field.

Session objectives:

- Explaining the meaning of anxiety before, during and after the match and competition.
- Explaining the dimensions of anxiety (cognitive, physical, self-confidence).
- Discussing the causes of anxiety in the sports field.
- Introducing the members of the guidance group to the positives and negatives.

Techniques used	Session time	Session content and procedures
Lecture, group discussion, and homework	30minutes	<ul style="list-style-type: none"> <li>- Welcoming the members of the guidance group and thanking them for their commitment and attendance.</li> <li>- The counselor gives a clear definition of the concept of anxiety, which in turn leads to a positive or negative effect.</li> <li>- The guide identifies the dimensions of anxiety in the sports field.</li> <li>- The guide points out the methods behind sports anxiety through the following two axes:               <ol style="list-style-type: none"> <li>1- Ask each member of the guidance group to state the reasons for his or her concern.</li> <li>2- The guide sheds light on the reasons that may lead to anxiety in the sports field.                   <ul style="list-style-type: none"> <li>• Failure to properly warm up all of the body's muscles before performing, which leads to physical injury</li> <li>• Lack of training in motor skills after absence from training.</li> <li>• Getting used to performing motor skills in the presence of others.</li> <li>• Trying to socialize with colleagues in a competitive environment to reach a good state of psychological compatibility with others.</li> </ul> </li> </ol> </li> <li>- Informing players that proving oneself eliminates anxiety.</li> </ul>

		- Giving the members a homework assignment consisting of the areas that raise anxiety resulting from the counselors' physical and psychological cognition and the feelings resulting from those areas.
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### تأثير برنامج الارشاد النفسي في القلق المنافسة للاعبى المركز التدريبي بكرة السلة في بابل

جعفر حمزة كاظم 1 ، بلال عبد الحمزة عزيز 2 ، مصطفى طارق فخري 3

2&1 جامعة المستنقل / كلية التربية البدنية و علوم الرياضة

3 جامعة بابل / كلية التربية البدنية و علوم الرياضة

الارشاد النفسي هو احد فروع علم النفس التطبيقي وقد تطور هذا الفرع تطورا سريعا في القرن الماضي ووضعت له نظريات شملت مجالاته جميعا التي تخدم حياة الانسان وحركته وحيويته منذ الولادة حتى الشيخوخة مرورا بالمراحل الدراسية كاهه ومرحلة العمل والحياة الاجتماعية والاسرية والمؤسساتية ومنها المؤسسة الرياضية ممثله في لاعبي الفعاليات الرياضية الجماعية والفردية، تكمن مشكلة البحث في الوقوف على الحاجات الارشادية لخفض قلق المنافسة الرياضية وهل بإمكان جلسات الارشاد النفسي خفض قلق المنافسة الرياضية التي تعترض لاعبي كرة السلة، وهدفت الدراسة الى التعرف على مستوى القلق لدى اللاعبين عينة البحث وكذلك التعرف على تأثير الجلسات الارشادية في خفض القلق لهم، وافترض الباحثون الجلسات الارشادية لها تأثير ايجابي لخفض القلق المنافسة الرياضية لدى عينة البحث المكونة من 14 لاعب اجريرت عليهم الدراسة من خلال توزيع استمارة اختبار القلق وكذلك عمل جلسات ارشادية مكونة من 8 جلسات مدة الجلسة 30 دقيقة في اختبارين قبلي وبعدي وبعد جمع البيانات ومعالجتها احصائيا باستخدام الحقيبة الاحصائية spss توصلت الباحثون الى ان اللاعبين يتمتعون بمستوى عالي من قلق المنافسة وان الجلسات الارشادية اثرت ايجابيا بخفض القلق لديهم، وقد اوصى الباحثون بضرورة اخذ الجانب النفسي دوره في الاعداد الرياضي وعند عمل الوحدات التدريبية بالإضافة الى جلسات ومحاضرات الارشاد النفسي للاعبين .

ملخص البحث

برنامج ارشادي ، قلق المنافسة.

الكلمات المفتاحية