

DOI: <https://doi.org/10.54702/b0x5cs81>

## The Impact of a Psychological Counselling Program on Unconscious Conflicts and Free Will among Coaches of Selected Athletic Disciplines

Liqaa Abdul Zahra Obeid<sup>1</sup>  

1 Physical Education and Sports Sciences College for women/ University of Baghdad – Iraq

Received: 21/07/2024, Revised: 28/07/2024, Accepted: 31/08/2024, Published: 30/12/2024



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/),  Modern Sport

### Abstract

The study aimed to develop specialized scales for assessing unconscious conflicts and free will among coaches of selected athletic disciplines and to identify their levels in each coach. Additionally, it sought to design a psychological counselling program to enhance unconscious conflict and free will levels for coaches experiencing lower levels in these areas. The study further examined the impact of the counselling program on unconscious conflicts and free will among these coaches. The researcher hypothesized that there would be statistically significant differences between pre-test and post-test results in measuring unconscious conflicts and free will within the study sample. The study employed an experimental method with a single-group design, selecting a sample of 11 coaches from athletic clubs for the 2023/2024 sports season. This sample was chosen deliberately using a procedural approach, representing 7.7692% of the research population. Additionally, a pilot sample of 6 coaches, accounting for 4.196% of the population, was randomly selected. The remaining 126 coaches, representing 88.112% of the population, were included as the statistical analysis sample for developing the scales. After completing the development of the two scales through methodological procedures and statistical analyses, a total of 12 sessions were organized, implemented at a rate of two sessions per week. This allowed the psychological counselling program to run for six weeks, from 7/1/2024 to 15/2/2024. Upon completion, the results were analyzed using the SPSS software. The findings confirmed that the scales for unconscious conflicts and free will among athletic coaches were both suitable for their intended purpose, based on sound psychometric principles and measurement standards in sports psychology, and were well-suited to the specific needs of the coaches. Additionally, the psychological counselling program was shown to effectively enhance the desired levels of unconscious conflicts and rational free will, aligning with the professional requirements of athletic coaches. It is essential to address and manage the atypical psychological conditions of athletic coaches through targeted counselling, as these psychological challenges can have negative impacts on the athletes they coach. Furthermore, the development of psychological counselling programs aimed at enhancing the desired levels of unconscious conflicts and rational free will among coaches should be grounded in psychometric measurements of these two aspects. Incorporating sports psychology concepts into counselling sessions can yield positive outcomes for the coaches' psychological and emotional well-being. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education).

**Keywords** | Psychological counselling program, unconscious conflicts, free will, athletic coaches.

### Introduction:

The role of a local coach in athletic clubs inherently demands a range of responsibilities that go beyond standard training duties. Coaches are often regarded as primary psychological experts and counselors for athletes, with the responsibility of addressing and managing undesirable behaviors that may emerge among players. Therefore, they must possess advanced levels of control over both their emotional and unconscious states. Additionally, they need a certain degree of free will to meet these added demands effectively.

As noted, "individuals rely on their psychological and physiological states to evaluate their abilities or potential. Tense reactions can be interpreted as signs of weakness, leading to poor performance, while feelings of fatigue and pain in activities requiring strength and endurance may be viewed as indicators of low self-efficacy, especially when influenced by a negative mood. Thus, the intensity of physical and emotional responses is not the crucial factor; rather, what matters is how individuals perceive and interpret these responses based on their own high or low self-beliefs" (22). According to Freud, "the primary driver of actions is the individual's internal conflicts linked to the unconscious. Creative thinking remains contingent upon and connected to the unconscious and the id, characterized by primitiveness, irrationality, and instinctual impulses. This primary thinking process contrasts with secondary thinking in Freud's theory, which is realistic, logical, and linked to conscious awareness and the ego. Some of Freud's followers downplay the significance of primary thinking in explaining activity, arguing that thinking predominantly occurs at the conscious and aware level." (16)

From the perspective of transactional analysis, "humans are believed to possess free will, always having the ability to express it if they choose. Eric Berne's theory relies fundamentally on the conscious aspect of human personality, unlike Freudian analysis, which heavily emphasizes the

unconscious. Berne's approach therefore opens broad possibilities for individuals to exercise free will and subsequently their capacity for change. For the first time, this theory offers a living model to empower individuals with an effective approach for psychological treatment and counselling by providing insight into the three components of their personality (Parent, Adult, and Child). It also aids in freeing the 'Adult' state from both 'Parent' and 'Child' influences, enabling genuine will to change in accordance with external reality and objective truths" (10).

The training and competitive environments across various athletic activities demand that coaches balance their different ego states when interacting with athletes or fulfilling their duties. Coaches must address the psychological needs of their athletes, which frequently shift due to varying circumstances and situations that arise within these shared training and competitive environments, both of which are shaped by numerous constraints.

Moreover, "the three personality systems differ in their responses to stimuli: the Parent (the external psyche) reacts in a judgmental or authoritative manner, striving to enforce external standards; the Adult (the updated psyche) is focused on processing and storing information derived from stimuli; and the Child (the primitive psyche) responds based on weakly differentiated or unclear perceptions. Each of these systems perceives stimuli differently and reacts according to its perception. As emphasized by Berne, these three systems interact with one another, with the Parent and Child defining the individual's relationship with parental figures. Psychological energy flows among these ego states, and the state activated at any given moment holds governing power, ultimately shaping the individual's behavior." (18)

Unconscious conflicts are defined as "coherent systems of thought and emotion that manifest as corresponding behavioral patterns, as explained

by Berne. These include the states of Parent, Adult, and Child" (3).

The modern definition of unconscious conflicts within ego states refers to "a rational and comprehensible system that goes beyond internal struggles, unconscious desires, and impulses to focus on the individual's surrounding reality, particularly the social, cultural, and historical context. This definition summarizes unconscious conflicts as 'relationships with reality'" (2).

Moreover, "there are two types of the unconscious: one is personal, as proposed by Freud, and the other is collective, inherited by the individual and containing the experiences and legacy of ancestors. This collective unconscious, according to Jung, is a source of creativity" (26). Furthermore, Kris believes that "individuals are capable of recreating a mental state similar to that of childhood, where unconscious ideas become more accessible to the conscious mind." Jung, a disciple of Freud, emphasized the importance of personal and unconscious experiences in shaping the framework for creative production, defining the creative individual as one who can immerse in the collective unconscious" (29).

According to transactional analysis, the ego has three primary functions: adaptation, control, and integration. The theory also proposes additional functions of the ego, structured around elements such as reality testing, judgment, and a sense of reality of the world and of the self. These are formed through an individual's experience of external events as genuine occurrences within a familiar, realistic context" (3).

Free will is defined as "the ability to choose freely from various alternatives, closely tied to concepts of responsibility, punishment, crime, guilt, and other judgments that apply solely to freely chosen actions. It is also connected with notions of advice, persuasion, intent, and restraint" (7).

Another definition describes free will as "the ability to choose freely among different alternatives, strongly associated with responsibility, advice, persuasion, intent, and

restraint" (23). Additionally, free will is understood as "the rational capacity to make choices with a moral dimension, aligning with Socrates' view of freedom as the pursuit of the best, and Aristotle's idea that freedom involves the union of intellect and will to drive actions toward the good without harm to others" (21).

It is also posited that "external events may not inherently harm an individual, but rather it is the individual's reaction to and interpretation of those events that make them appear so" (5).

It is rare for coaches to have complete freedom in performing their duties, as their autonomy is often constrained by situational pressures, player selection standards, administrative interference in technical matters, and the constant demand for competitive success. These constraints can stifle the unconscious drive for creativity, leading to internal conflicts for some coaches. Moreover, the negative effects of the club's organizational environment do not end with limiting unconscious conflicts and free will; various factors may restrict their work or impact their mental well-being. Such influences include situations that resemble memories of painful events or situations where they have experienced comfort or happiness.

This concept is supported by Ciucur's study, which found that "socialization fostering dependence and submission weakens an individual's sense of personal freedom and undermines their confidence and competence. Conversely, authoritarian learning systems contribute to creating fragile, compliant personalities that lack personal opinions and constantly say yes" (24).

The issue of free will, as understood today, is a modern problem arising from significant shifts in how philosophers think about freedom, action, and ethical principles. These changes have complicated the understanding of human freedom. Choosing actions is indeed a matter entrusted to us, as we naturally impose a non-deterministic condition on this freedom. To truly

view ourselves as free, our actions cannot be causally predetermined by events that occurred long before our birth" (1).

Thus, "an action is something we determine ourselves, provided we control it. Could free will, then, be a guiding indicator of an individual's ability to balance between ego states? This is especially relevant for coaches, who serve as role models for their athletes and therefore have a substantial impact on their growth and behavioral adjustments" (27).

Psychological counselling is defined as "a private meeting in which the counselor listens and tries to understand the client, helping identify areas for behavioral change in a way the client chooses and approves. The client must have an issue, and the counselor must possess the skills and experience to work with the client to reach a solution" (11).

Psychological counselling is also "practiced situationally in the form of counselling programs, defined as an educational process aimed at helping individuals understand their personalities and develop their potential to solve problems based on their knowledge, desires, learning, and training. This enables them to achieve their life goals while maintaining their mental health" (8).

A counselling program is defined as "a set of services, procedures, and activities provided by an experienced counsellor to a group of clients, with the aim of achieving psychological and social adjustment, thereby helping them achieve their goals with ease" (6).

Following this exploration of the clear relationships between unconscious conflicts, which are internally driven in coaches due to environmental influences, and free will, which is externally limited by various constraints imposed by others in their coaching roles, the researcher observed notable dissatisfaction among some coaches regarding the restrictions on their decision-making. Despite perceiving such constraints, these coaches reported limitations on their autonomy that may not be as restrictive as they believe. Drawing on the researcher's

academic expertise in sports psychology and practical experience with certain athletic events, a counselling program was developed to address low levels of unconscious conflict and free will. This program leverages psychological counselling applications in sports psychology to offer support and corrective guidance, aimed at enhancing coaches' feelings of free will. The study, therefore, aimed to develop specialized scales for assessing unconscious conflicts and free will among coaches of selected athletic disciplines, identifying the level of each. Additionally, a psychological counselling program was designed to elevate unconscious conflict and free will levels for coaches who reported lower levels in these areas. The study further sought to evaluate the impact of this counselling program on unconscious conflicts and free will among these coaches. The researcher hypothesized that statistically significant differences would exist between pre-test and post-test measurements of unconscious conflicts and free will in the study sample.

### **Method and Procedures:**

The research population consisted of 143 athletic club coaches actively engaged in their coaching duties for the 2023/2024 sports season, distributed across 19 clubs. The main study sample was selected intentionally through a procedural approach using a field survey with scales measuring unconscious conflicts and free will. This primary sample included 11 coaches, representing 7.7692% of the population. Additionally, a pilot sample of 6 coaches, accounting for 4.196% of the population, was randomly selected. The remaining 126 coaches, representing 88.112% of the population, were designated for the statistical analysis sample for the development of the scales.

The specificity of this research and its sample necessitated the development of these two scales in alignment with the theoretical framework of each concept. The researcher conducted a series

of field procedures and statistical analyses, in addition to establishing item formulation criteria and scoring methods according to the Likert scale. To define the dimensions and domains representing each scale accurately, the researcher engaged in consultations with 15 experts, relying on a theoretical reference framework. This

process included refining the content of the items in each scale, which was subsequently reviewed by the experts to establish both face and content validity. Agreement was set at an 80% threshold, following Bloom's criterion for face validity. The structural layout of both scales is presented in Tables 1 and 2.

**Table .1** illustrates the structure of the Unconscious Conflicts Scale.

Dimensions of the Unconscious Conflicts Scale	Number of Items	Response Options for Items	Correction Key	Total Score Range	Hypothetical Mean
Child Ego State Dimension	10	Always applies	5	50-10	90
Parent Ego State Dimension	10	Often applies	4	50-10	
Mature (Adult) Ego State Dimension	10	Sometimes applies	3	50-10	
		Rarely applies	2		
Total	30	Never applies	1	150-30	

**Table .2** Describes the Structure of the Free Will Scale

Domains of the Free Will Scale	Number of Items	Response Options for Items	Correction Key	Total Score Range	Hypothetical Mean
Interaction of Innate Inclination	8	Always applies	5	40-8	72
Need Based on Intrinsic Motivation	8	Often applies	4	40-8	
		Sometimes applies	3		
Personality Integration	8	Rarely applies	2	40-8	
Total	24	Never applies	1	120-24	

No items were agreed upon for deletion, modification, merging, or addition in either of the two scales, with over 80% agreement to retain each item as it was. After defining the dimensions, domains, and items for each paper-and-pencil scale, the researcher tested them on a pilot sample of 6 coaches to anticipate any potential obstacles in the main survey study. The response times were recorded for organizational purposes only, taking 8 minutes for the Unconscious Conflicts Scale and 6 minutes for

the Free Will Scale, with no notable issues arising from the pilot.

To verify the discriminatory power of each scale, statistical analysis was conducted by applying both paper versions of the scales to a sample of 126 coaches. The top and bottom 27% of the sample were identified, with each group consisting of 34 participants (rounded from 34.02). The scores of these two groups were then compared, as shown in Tables (3) and (4).

**Table .3** Shows the Results of the Discriminatory Power of the Items in the Unconscious Conflicts Scale for Athletic Coaches

Dimension	Sq.	Group	Mean	Standard Deviation	(t)	(Sig)	Difference Significance	Discriminatory Validity
Child Ego State Dimension	1	Upper	4.44	0.504	13.894	0.000	Significant	Distinct
		Lower	1.94	0.914				

	2	Upper	4.5	0.508	22.506	0.000	Significant	Distinct
		Lower	2.06	0.354				
	3	Upper	4.47	0.507	17.806	0.000	Significant	Distinct
		Lower	2.19	0.535				
	4	Upper	4.59	0.5	18.611	0.000	Significant	Distinct
		Lower	2.09	0.588				
	5	Upper	4.71	0.462	18.181	0.000	Significant	Distinct
		Lower	2.09	0.689				
	6	Upper	4.91	0.288	24.638	0.000	Significant	Distinct
		Lower	2	0.622				
7	Upper	4.41	0.5	13.906	0.000	Significant	Distinct	
	Lower	2.06	0.84					
8	Upper	4.09	0.288	19.857	0.000	Significant	Distinct	
	Lower	1.63	0.66					
9	Upper	4.44	0.504	15.776	0.000	Significant	Distinct	
	Lower	1.84	0.808					
10	Upper	4.53	0.507	16.886	0.000	Significant	Distinct	
	Lower	1.84	0.767					
Parent Ego State Dimension	1	Upper	4.65	0.485	16.74	0.000	Significant	Distinct
		Lower	1.94	0.801				
	2	Upper	4.88	0.327	21.483	0.000	Significant	Distinct
		Lower	1.91	0.734				
	3	Upper	4.38	0.493	13.638	0.000	Significant	Distinct
		Lower	1.94	0.914				
	4	Upper	4.41	0.5	20.919	0.000	Significant	Distinct
		Lower	2.09	0.39				
	5	Upper	4.38	0.493	16.8	0.000	Significant	Distinct
		Lower	2.22	0.553				
	6	Upper	4.5	0.508	17.25	0.000	Significant	Distinct
		Lower	2.13	0.609				
	7	Upper	4.62	0.493	16.691	0.000	Significant	Distinct
		Lower	2.13	0.707				
	8	Upper	4.82	0.387	17.452	0.000	Significant	Distinct
		Lower	2.25	0.762				
	9	Upper	4.35	0.485	12.442	0.000	Significant	Distinct
		Lower	2.03	0.967				
	10	Upper	4.44	0.504	18.215	0.000	Significant	Distinct
		Lower	2.16	0.515				

Dimension	Sq.	Group	Mean	Standard Deviation	(t)	(Sig)	Difference Significance	Discriminatory Validity
Mature (Adult) Ego State Dimension	1	Upper	4.41	0.5	16.527	0.000	Significant	Distinct
		Lower	2.19	0.592				
	2	Upper	4.53	0.507	17.187	0.000	Significant	Distinct
Lower		2.09	0.641					
3	Upper	4.65	0.485	16.116	0.000	Significant	Distinct	

4	Lower	2.09	0.777	23.572	0.000	Significant	Distinct
	Upper	4.85	0.359				
5	Lower	1.94	0.619	13.051	0.000	Significant	Distinct
	Upper	4.32	0.475				
6	Lower	2	0.916	19.328	0.000	Significant	Distinct
	Upper	4.38	0.493				
7	Lower	2.44	0.619	14.039	0.000	Significant	Distinct
	Upper	4.35	0.485				
8	Lower	2.28	0.683	14.848	0.000	Significant	Distinct
	Upper	4.47	0.507				
9	Lower	2.09	0.818	15.058	0.000	Significant	Distinct
	Upper	4.59	0.5				
10	Lower	2	0.718	19.546	0.000	Significant	Distinct
	Upper	4.79	0.41				

The validity is determined by the discriminatory significance if the (Sig) value is  $\geq 0.05$ , with a significance level of 0.05 and degrees of freedom (n - 2) = 66.

**Table .4** Shows the Results of the Discriminatory Power of the Items in the Free Will Scale for Athletic Coaches

Domain	Sq.	Group	Mean	Standard Deviation	(t)	(Sig)	Difference Significance	Discriminatory Validity
Interaction of Innate Inclination	1	Upper	4.44	0.504	13.906	0.000	Significant	Distinct
		Lower	1.97	0.897				
	2	Upper	4.53	0.507	20.895	0.000	Significant	Distinct
		Lower	2.13	0.421				
	3	Upper	4.5	0.508	17.48	0.000	Significant	Distinct
		Lower	2.22	0.553				
	4	Upper	4.62	0.493	18.321	0.000	Significant	Distinct
		Lower	2.13	0.609				
	5	Upper	4.74	0.448	18.028	0.000	Significant	Distinct
		Lower	2.13	0.707				
	6	Upper	4.94	0.239	24.526	0.000	Significant	Distinct
		Lower	2.03	0.647				
	7	Upper	4.44	0.504	13.672	0.000	Significant	Distinct
		Lower	2.09	0.856				
	8	Upper	4.12	0.327	18.464	0.000	Significant	Distinct
		Lower	1.66	0.701				

Domain	Sq.	Group	Mean	Standard Deviation	(t)	(Sig)	Difference Significance	Discriminatory Validity
Need Based on Intrinsic Motivation	1	Upper	4.47	0.507	15.4	0.000	Significant	Distinct
		Lower	1.88	0.833				
	2	Upper	4.56	0.504	16.509	0.000	Significant	Distinct
		Lower	1.88	0.793				
	3	Upper	4.68	0.475	16.501	0.000	Significant	Distinct
		Lower	1.97	0.822				
	4	Upper	4.91	0.288	21.28	0.000	Significant	Distinct

Personality Integration	5	Lower	1.94	0.759	13.374	0.000	Significant	Distinct
		Upper	4.41	0.5				
	6	Lower	1.97	0.933	20.192	0.000	Significant	Distinct
		Upper	4.44	0.504				
	7	Lower	2.13	0.421	16.443	0.000	Significant	Distinct
		Upper	4.41	0.5				
	8	Lower	2.25	0.568	16.947	0.000	Significant	Distinct
		Upper	4.53	0.507				
	1	Lower	2.16	0.723	16.52	0.000	Significant	Distinct
		Upper	4.65	0.485				
	2	Lower	2.28	0.772	17.519	0.000	Significant	Distinct
		Upper	4.85	0.359				
	3	Lower	2.06	0.982	12.239	0.000	Significant	Distinct
		Upper	4.38	0.493				
	4	Lower	2.19	0.535	17.806	0.000	Significant	Distinct
		Upper	4.47	0.507				
5	Lower	2.22	0.608	16.202	0.000	Significant	Distinct	
	Upper	4.44	0.504					
6	Lower	2.13	0.66	16.9	0.000	Significant	Distinct	
	Upper	4.56	0.504					
7	Lower	2.13	0.793	15.967	0.000	Significant	Distinct	
	Upper	4.68	0.475					
8	Lower	1.97	0.647	23.299	0.000	Significant	Distinct	
	Upper	4.88	0.327					

Validity is determined by discriminatory significance if the (Sig) value is  $\geq 0.05$ , with a significance level of 0.05 and degrees of freedom  $(n - 2) = 66$ .

The internal consistency validity of each scale was verified by analyzing the scores from the same application on the construction sample of 126 coaches, using Pearson's simple correlation coefficients. This was done in two ways: first, by finding the correlation between item scores and the scores of the dimensions to which they belong; and second, by calculating the correlation between item scores and the overall score of the scale to which they belong. The results are presented in Tables (5), (6), (7), and (8).

**Table .5** Shows the Internal Consistency of Item-Dimension Correlations for the Unconscious Conflicts Scale

Sq.	Pearson Correlation (Item & Dimension Total Score)	(Sig)	Sq.	Pearson Correlation (Item & Dimension Total Score)	(Sig)	Sq.	Pearson Correlation (Item & Dimension Total Score)	(Sig)
1	0.472	0.000	11	0.729	0.000	21	0.613	0.000
2	0.607	0.000	12	0.821	0.000	22	0.824	0.000
3	0.769	0.000	13	0.572	0.000	23	0.403	0.000
4	0.555	0.000	14	0.865	0.000	24	0.645	0.000
5	0.561	0.000	15	0.761	0.000	25	0.619	0.000
6	0.652	0.000	16	0.666	0.000	26	0.599	0.000
7	0.516	0.000	17	0.483	0.000	27	0.453	0.000
8	0.551	0.000	18	0.621	0.000	28	0.651	0.000
9	0.634	0.000	19	0.514	0.000	29	0.619	0.000
10	0.454	0.000	20	0.616	0.000	30	0.502	0.000



The consistency is significant if the (Sig) value > 0.05 at degrees of freedom (n - 2) = 124 and a significance level of 0.05.

**Table .6** Shows the Internal Consistency of Item Correlations with the Total Score of the Unconscious Conflicts Scale

Sq.	Pearson Correlation (Item & Scale Total Score)	(Sig) Value	Sq.	Pearson Correlation (Item & Scale Total Score)	(Sig) Value	Sq.	Pearson Correlation (Item & Scale Total Score)	(Sig) Value
1	0.551	0.000	11	0.389	0.000	21	0.611	0.000
2	0.717	0.000	12	0.452	0.000	22	0.522	0.000
3	0.509	0.000	13	0.702	0.000	23	0.752	0.000
4	0.603	0.000	14	0.489	0.000	24	0.555	0.000
5	0.760	0.000	15	0.531	0.000	25	0.815	0.000
6	0.602	0.000	16	0.602	0.000	26	0.650	0.000
7	0.399	0.000	17	0.553	0.000	27	0.753	0.000
8	0.501	0.000	18	0.642	0.000	28	0.681	0.000
9	0.444	0.000	19	0.494	0.000	29	0.784	0.000
10	0.594	0.000	20	0.822	0.000	30	0.669	0.000

The consistency is significant if the (Sig) value > 0.05 at degrees of freedom (n - 2) = 124 and a significance level of 0.05.

**Table (7)** illustrates the internal consistency of the correlations between the items and the domains of the Free Will Scale.

Sq.	Pearson Correlation (Item & Domain Total Score)	(Sig) Value	Sq.	Pearson Correlation (Item & Domain Total Score)	(Sig) Value	Sq.	Pearson Correlation (Item & Domain Total Score)	(Sig) Value
1	0.381	0.000	9	0.819	0.000	17	0.688	0.000
2	0.822	0.000	10	0.882	0.000	18	0.665	0.000
3	0.689	0.000	11	0.874	0.000	19	0.412	0.000
4	0.693	0.000	12	0.885	0.000	20	0.845	0.000
5	0.865	0.000	13	0.481	0.000	21	0.781	0.000
6	0.602	0.000	14	0.629	0.000	22	0.688	0.000
7	0.896	0.000	15	0.903	0.000	23	0.633	0.000
8	0.898	0.000	16	0.881	0.000	24	0.688	0.000

The consistency is considered significant if the significance level (Sig) > 0.05, with degrees of freedom n - 2 = 124, at a significance level of 0.05

**Table (8)** shows the internal consistency of the correlation between the items and the total score of the Free Will Scale.

Sq.	Pearson Correlation (Item & Domain Total Score)	(Sig) Value	Sq.	Pearson Correlation (Item & Domain Total Score)	(Sig) Value	Sq.	Pearson Correlation (Item & Domain Total Score)	(Sig) Value
1	0.551	0.000	9	0.519	0.000	17	0.612	0.000
2	0.827	0.000	10	0.825	0.000	18	0.829	0.000
3	0.661	0.000	11	0.752	0.000	19	0.702	0.000
4	0.613	0.000	12	0.757	0.000	20	0.875	0.000

5	0.715	0.000	13	0.777	0.000	21	0.431	0.000
6	0.612	0.000	14	0.609	0.000	22	0.619	0.000
7	0.413	0.000	15	0.754	0.000	23	0.755	0.000
8	0.511	0.000	16	0.631	0.000	24	0.572	0.000

The consistency is considered significant if the significance level (Sig) > 0.05, with degrees of freedom  $n - 2 = 124$ , at a significance level of 0.05.

The reliability of the two scales was statistically verified by applying Cronbach's alpha coefficient to the scores of the same sample. Cronbach's alpha was 0.805 for the Unconscious Conflicts Scale and 0.847 for the Free Will Scale, with degrees of freedom of 124 and a significance level of 0.05. Additionally, to confirm the suitability of both scales for athletic club coaches, the normal distribution was statistically tested using the same sample scores of the coaches in the construction sample, as shown in the results of Table (9).

**Table .9** shows the final statistical parameters and normal distribution values for the two scales.

Scale	Number of Items	Total Score	Mean	Standard Deviation	Skewness Coefficient
Unconscious Conflicts	30	150	94.44	2.034	0.577
Free Will	24	120	74.1	1.559	0.856

The sample size is  $n = 126$ , and the distribution is considered approximately normal if the skewness coefficient falls within the range of  $\pm 1$ .

After completing the steps for constructing two specialized measurement tools for athletic coaches in their final forms, a survey was conducted on the research population to identify coaches with low levels of unconscious tendencies and free will, totaling 11 coaches. This was determined by comparing their scores to the hypothetical mean of each scale. The steps for developing the psychological counselling program plan aimed at enhancing the desired levels of these two studied traits included the following:

- ✓ Identifying and precisely determining the needs to enhance the desired levels of unconscious tendencies and free will among athletic club coaches.
- ✓ Prioritizing actions to increase the level of unconscious tendencies and free will for athletic club coaches.
- ✓ Defining the objectives of the psychological counselling program aimed at raising the desired levels of unconscious tendencies and free will for athletic club coaches.

- ✓ Determining strategies and techniques to achieve the planned objectives of the counselling program aimed at enhancing the desired levels of unconscious tendencies and free will for athletic club coaches.
- ✓ Establishing criteria for evaluating the outcomes of the psychological counselling program aimed at raising the desired levels of unconscious tendencies and free will for athletic club coaches.
- ✓ Specifying the applications of the psychological counselling program to increase the desired levels of unconscious tendencies and free will for athletic club coaches.

As for the implementation of the counselling program sessions aimed at achieving the desired level of unconscious tendencies and free will among athletic club coaches, they were conducted as follows:

- ✓ The duration of each counselling session was 50 minutes, as per the session plan (Appendix 3).
- ✓ A total of 12 counselling sessions were conducted, at a rate of two sessions per week.

- ✓ The sports psychological counselling program continued for 6 weeks, following the steps outlined below:
  - ❖ **Step 1:** Establish a professional counselling relationship between the counsellor and the counsees, who are athletic club coaches.
  - ❖ **Step 2:** The counsellor identifies and understands the unconscious tendencies and free will levels present in the counselee by examining the problem, symptoms, and responses. This is achieved by grouping each set of 5 items that reflect weaknesses in these two traits.
  - ❖ **Step 3:** The counsellor explains to the athletic club coaches that their continued low levels of unconscious tendencies are due to ongoing restrictions on free will, not past events.
  - ❖ **Step 4:** Assist the coaches in enhancing their unconscious tendencies realistically through counter-promotion and continuous opposition to false beliefs and ideas, using humour, persuasion, and encouragement.
  - ❖ **Step 5:** Support the coaches in adopting a more rational philosophy of free will by addressing the necessary level of unconscious tendencies, helping them avoid harmful ideas that could undermine their autonomy.
- ✓ The counselling environment was arranged to suit the research sample and their specific needs. Athletic club coaches were seated in a quiet, suitable location free of disturbances or distractions to facilitate the counsellor's effectiveness in achieving the program's objectives.

**Table .10** illustrates the title and date of the counseling sessions.

Session Date	Title
2024/1/8	Developing the Level of Ego State (Parent)
2024/1/10	Developing the Level of Ego State (Mature Adult)
2024/1/15	Developing the Level of Ego State (Parent)
2024/1/17	Developing the Level of Ego State (Mature Adult)
2024/1/22	Developing the Level of Ego State (Parent)
2024/1/24	Developing the Level of Ego State (Mature Adult)
2024/1/29	Enhancing the Level of Natural Instinctual Interaction
2024/1/31	Increasing the Level of Needs Based on Intrinsic Motivation
2024/2/5	Enhancing Personality Integration
2024/2/7	Increasing the Level of Natural Instinctual Interaction
2024/2/12	Increasing the Level of Needs Based on Intrinsic Motivation
2024/2/14	Enhancing Personality Integration

The research experiment began with the administration of the two scales through pre-tests on Sunday, 7th January 2024. The psychological counseling program for coaches was then implemented from 8th January 2024 to 14th February 2024, on Mondays and Wednesdays each week. The experiment concluded with the post-tests on Thursday, 15th February 2024. After each coach completed their responses, the paper forms for both scales were collected, and the weight of each item's score was calculated using

the specific scoring key. The item scores were then summed for each scale separately to determine the total score obtained by each coach. Finally, data for each scale was organized into specific forms in preparation for statistical analysis.

Through measurement, we obtain information that can be used to make judgments about the current situation of individuals and groups and to estimate individuals' future potential across various aspects of human behaviour" (12: 242).

The research results were processed using the SPSS software to calculate values for the percentage, mean, standard deviation, Pearson's simple correlation coefficient, Cronbach's alpha

coefficient, skewness coefficient, independent samples t-test, and paired samples t-test.

**Results:**

**Table .11** illustrates the results of the pre-tests for the experimental research group.

Phenomena	Group and its Count		Mean	+ Standard Deviation	(Liveen)	(Sig)	Difference
Unconscious Conflicts	Experimental	11	82.82	3.06	0.358	0.481	Non-Significant
Free Will	Experimental	11	65.18	3.995	0.011	0.205	Non-Significant

Variance homogeneity for the experimental research group was tested using Levene's test, which indicates homogeneity when the significance level (Sig) is greater than 0.05 with 10 degrees of freedom.

**Table .12** illustrates the results of the pre-tests and post-tests for the experimental research group

Phenomena	Group and its Count		Comparison	Mean	+ Standard Deviation	Differences	Mean difference	(t)	(Sig)	Difference
Unconscious Conflicts	Experimental	11	Pre-test	82.82	3.06	15.27	3.165	16.004	0.000	Non-Significant
			Post-test	98.09	0.701					
Unconscious Conflicts	Experimental	11	Pre-test	65.18	3.995	12.27	4.452	9.143	0.000	Non-Significant
			Post-test	77.45	1.916					

The statistical difference is significant when the significance level (Sig) is less than 0.05 with degrees of freedom n - 1.

**Discussion:**

Upon reviewing the results of Table (12), it is evident that the experimental variable had a positive impact on the post-test values of the two phenomena under study compared to their levels in the pre-tests. The researcher attributes this outcome to the effect of the psychological counseling program, which was designed to incorporate concepts from sports psychology that promote comfort, relaxation, and the avoidance of exaggerated reactions to stressful events affecting the individual's personality. The program encouraged handling these situations with rational thoughts and positive emotions to manage events without negative psychological effects on the coach's personality, allowing the 'Parent' and 'Adult' ego states to prevail in unconscious conflicts. This confirms that the

impact of sports psychological counselling helped the coaches to correct perspectives shaped by the constraints and pressures of the training and competitive environment, as well as relationships with the administrative staff, audience, and players. It also contributed to changing attitudes toward past events to enable them to interact with current events with logical free will within socially and professionally acceptable boundaries, allowing them to assert themselves in decision-making or participation with confidence. This was achieved by enhancing their ability to understand others' emotions without being influenced by reduced levels of unconscious tendencies, given that the relationship between the two phenomena is reciprocal. Changing or modifying unconscious conflicts in sports psychology is not an easy task for coached

counseles unless it is accompanied by a shift in beliefs toward events or concepts using logical approaches that facilitate voluntary change from within, following exposure to psychological counselling programs. This process relies on the counsellor's ability to use rational persuasion, respecting the coaches' mindsets without deceit, forced change, or belittling their orientations or inclinations, even if they are mistaken. The researcher emphasized strengthening the relationship between the counsellor and the counseles in the initial counselling sessions, given the importance of the targeted tendencies and freedom. Thus, the impact of the psychological counselling program may extend to supporting coaches in carrying out their various responsibilities in training, competition, monitoring players, and improving relationships with those involved in their coaching work with confidence and psychological comfort. It helps them avoid the perception that effectiveness in their coaching tasks arises from rigid thinking or increased frustration about ongoing events; rather, effectiveness stems from mental excellence and improved behaviours in dealing with situations. (31)

Since the counselling process plays an important role in increasing individual awareness, it is essentially a learning process focused on modifying individuals' thoughts, emotions, and behaviours toward themselves, others, and the world they live in. Therefore, we can say that a group that experiences a successful counselling session undergoes an experience of growth and development." (17)

"An individual who receives directive interventions and is encouraged to correct perceived feelings can adjust those beliefs if they receive psychological counselling based on diagnostic assessment to address negative emotions in an environment characterized by a fulfilment of needs." (28)

"It is also certain that emotions and feelings play an important role in directing human thought and

behaviour and defining the individual's relationship with their external world. The psychological literature, both ancient and modern, is rich with topics indicating a reciprocal interaction between an individual's feelings and their psychological structure (or personality). Wardeell & Royce provided a set of studies confirming the impact of the human emotional system on personality." (20)

Whenever performance is marked by increased confidence, feelings and thoughts of confidence are reinforced. This is particularly important when an athlete begins to lose confidence, and their opponent senses this, underscoring the need to reinforce confidence through performance." (9)

"This is achieved through a mechanism or strategy: the conscience punishes the individual, while the ideal ego makes the individual feel proud of themselves. Thus, self-regulation occurs without the need for punishment or reward, thereby fostering the development of the superego." (15)

"We are governed by our conscious and unconscious systems, which hold our experiences and memories. This affects our will and freedom in making decisions, considering that behaviour requires both a feeling and a desire to act, as well as the freedom to make choices. This freedom reflects a significant aspect of self-affirmation and represents a healthy state. The more balanced and healthy an individual's ego is, the more it contributes to their psychological well-being and grants them the confidence needed to make appropriate decisions without restriction. To have free will means the individual enjoys expressing themselves and thinking without constraints, living in the best way possible." (25)

Furthermore, the ability to precisely recognize emotions during situations includes maintaining peak responsiveness to these situations, challenges, and individuals. On the other hand, high self-awareness requires a readiness to endure the impact of emotions, which may sometimes be negative." (4)

The "reciprocal (interactive) action" is divided into stimulus and response, with the response in turn becoming a stimulus that requires a subsequent response. (Berne) observed that the multiplicity of human nature encompasses three distinct personalities within one self, allowing a person to alternate between, or sometimes embody, these roles simultaneously. Berne proposed that the human personality consists of these interacting layers or levels, based on his clinical observations gathered from cases he analyzed. He further asserts that these three levels within the personality do not represent separate roles or functions." (15)

"Individuals are influenced by their surrounding environment and the nature of their assigned tasks, often unconsciously displaying ego states that are undesirable or incompatible with how they should handle various situations. This highlights the need for psychological counselling to bring out ego states that positively reflect their personality when engaging with different situations." (19)

"The counsellor's role is crucial in helping others achieve a level of normalcy, as any imbalance in the counsellor's personality signifies a fundamental issue in their practice. A balanced personality must possess free will, a philosophical belief supported by various philosophical and religious schools, suggesting that human behaviour and actions stem entirely from one's free will." (14)

"Individuals with a flexible mindset can think effectively when facing new situations and evolving problems and are capable of adapting their thought process toward a specific solution." (13)

"Individuals change their behaviour through a dynamic process of psychological adaptation, establishing a more harmonious and balanced relationship with their environment." (23)

"The psychological factor plays an extremely important role in achieving better results by fostering traits such as desire, willpower, realism,

and other qualities needed to face changing circumstances and situations during competitions." (33)

### **Conclusions:**

1. The development of the Unconscious Conflicts and Free Will scales for athletic coaches has proven effective for their intended purpose. These scales possess the scientific foundations and psychometric properties required for measurement tools in sports psychology and are suited to the specific needs of athletic club coaches.
2. The preparation of a psychological counselling program aimed at enhancing the desired levels of unconscious conflicts and free will aligns well with the requirements of athletic club coaches.
3. Implementing the psychological counselling program helps increase the level of unconscious conflicts appropriate to the nature of athletic club coaches' work.
4. The application of the psychological counselling program contributes to enhancing the level of rational free will that is suitable for the nature of athletic club coaches' responsibilities.

### **Recommendations:**

1. It is essential to place greater emphasis on addressing the psychological state of athletic coaches, particularly non-typical conditions, and focus on counselling interventions to mitigate the negative impacts these psychological issues may have on athletes.
2. It is necessary to design psychological counselling programs aimed at developing the desired levels of unconscious conflicts and rational free will for coaches, based on psychometric measurements of these two phenomena. Incorporating sports psychology concepts into the counselling sessions of these programs will yield positive effects on

the psychological and emotional well-being of the coaches.

### **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 (August /2024)

### **Author's contributions:**

All contributions of this study were done by the researcher (L.A.) who get the main idea and work on writing and concluding also with number of experts, the researcher herself in Statistics, Ali Makki in revision, Inaam Ghalib in translating, Mazin Hadi in proofreading

**Facilitate the task:** this study was supported by Coaches of Athletics Clubs

### **References:**

1. Pink, (2015). Free Will. Translated by (Hassan, Yasser and Warrad, Diyaa). Cairo: Hindawi Foundation for Education and Culture. pp. 22, 24.
2. Jaber, Ali Saqr (2022). Ego Resilience and Its Relationship with Conscience Vitality. *Journal of Human Sciences*, College of Education for Human Sciences, Vol. 3, Issue 12, pp. 475-488.  
<https://ddl.mbrf.ac/book/5218181>
3. Hejazy, Karima (2020). The Image of the Self and the Other in the Textuality of Modernist Commitment. *Journal of Language Sciences*, Vol. 12, Issue 1, pp. 1024-1038.  
<https://www.asjp.cerist.dz/en/article/111530>
4. Al-Khaldi, Abdul Rahman (2014). Self-Awareness and Its Relationship with Psychological Adjustment among High School Students in Saudi Arabia. Master's Thesis, King Abdulaziz University, p. 34.
5. Al-Khatib, Saleh Ahmed (2014). Psychological Counseling in Schools: Foundations, Theories, and Applications. Al Ain, UAE: University Book House, p. 393.
6. Al-Khafaji, Iman Mahmoud Najm Abdullah (2009). The Effect of a Counseling Program to Develop Empathy Among Primary School Students. Master's Thesis, Al-Mustansiriya University - College of Education, p. 9.
7. Khoj, Hanan Bint Asaad (2011). Meaning of Life and Its Relationship with Life Satisfaction Among University Students in Saudi Arabia. *Umm Al-Qura University Journal*, 3(2), 12-44.
8. David, J. Lieberman (2008). How to Influence Others. Translated by Saeed Al-Hassaniya, Beirut, Lebanon: Arab Scientific Publishers, p. 41.
9. Rabee, Mohamed Shehata (2009). Personality Measurement, 2nd ed., Amman: Dar Al-Maseera, p. 25.
10. Rahmani, Mariam (2018). Ego States and Their Role in Improving Personal Communication. College of Media and Communication Sciences, Algeria. *Journal of Media and Specialized Social Sciences*, Vol. 3, Issue 2, April 15, p. 90.  
<https://search.emarefa.net/detail/BIM-886395>
11. Salman, Ibrahim (2016). Psychological Counseling: Foundations and Applications. Irbid: Modern Books World, p. 10.
12. Al-Shujairi, Yasser Khalaf, & Al-Zuhairi, Haider Abdul Karim (2022). Modern Trends in Measurement and Evaluation. Amman: Arab Community Library for Publishing and Distribution.
13. Al-Saleh, Saleh (2008). The Concept of Freedom Among University Students and Its Relationship to Parenting Styles. Master's Thesis, Al-Mustansiriya University, College of Education, p. 157.

14. Al-Amiri, Ali (2020). Theories of Psychological Counseling. Amman: Dar Al-Awael for Publishing, p. 80.
15. Al-Abadi, Ali Salman Hussein (2013). Ego Identity and Psychological Rebellion Among Adolescents. Alexandria: Modern University Office, pp. 145, 156.
16. Al-Attoum, Adnan Dhiab, et al. (2007). Developing Thinking Skills: Theoretical Models and Practical Applications. Amman: Dar Al-Maseera for Publishing, Distribution, and Printing, p. 18.
17. Kafafi, Alaa Al-Din (2011). Mental Health and Psychological Counseling. Amman: Dar Al-Fikr, p. 258.
18. Ali, Mustafa (2012). Theories of Counseling and Psychotherapy. Riyadh: Dar Al-Zahraa, p. 58.
19. Mahmoud, Alaa Al-Din (2016). Ego Identity States Among University Students. Master's Thesis, University of Jordan, College of Education.
20. Maghrabi, Omar bin Abdullah Mustafa (2008). Emotional Intelligence and Its Relationship with Professional Competence Among a Sample of Secondary School Teachers in Mecca. Master's Thesis, College of Education, Umm Al-Qura University, p. 4.
21. Nystul, Michael (2015). Introduction to Psychological Counseling: A Technical and Scientific Perspective. Translated by: Murad Saad and Ahmed Al-Shurayfeen. Amman: Dar Al-Fikr.
22. Yassin, Ramadan (2016). Sports Psychology. Amman: Dar Osama for Publishing and Distribution, p. 116.
23. Cats- Baril, Amanda. (2018). Self – Determination. International Idea Institute for democracy and electoral assistance. International IDE A Constitution Brief, September.
24. Ciucur, D. (2013). The Ego States and the "Big Five" Personality Factors, Procedia - Social and Behavioral Sciences 78, p 581 – 585.  
<https://www.sciencedirect.com/science/article/pii/S1877042813009245>
25. Frankl, V. E. (2018). Man's search for meaning (Revised & updated 3<sup>ed</sup>). New York, NY: Washington Square Press.
26. Lang, Jon. (2017). Creating Architecture Theory, the Role of Behavioral Sciences in Environmental Design, New York, p: 85-86.
27. Pretz, J. E, Adams, N. J., and Sternberg, R. (2015). Recognizing, Defining, and Representing Problems. In Davidson, J. E. and Sternberg, R. The psychology of Problem Solving, Cambridge University Press, Cambridge, UK. P: 3–30.
28. Ryan R. & Deci E. (2000). Self-determination Theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55 (1) ,68-78.  
[https://selfdeterminationtheory.org/SDT/documents/2000\\_RyanDeci\\_SDT.pdf](https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf)
29. Starko, A. (2012). Creativity In the Classroom ,Schools of Curious Delight, Eastern Michigan State University, Longman, Publishers, U.S.A, p,31.
30. Vinney, C. (2019). What Is Self-Determination Theory? Definition and Examples. New York. Grove Press. P: 3.
31. Ismail, D. S. A.- Hafidh. (2020). The effect of psychological counseling program in improving the cognitive side of (hardness to flexibility) and learning some basic skills of basketball. *Modern Sport*, 19(2), 0147.  
<https://doi.org/10.54702/msj.2020.19.2.0147>
32. Sahab Ismaeel, & Njlaa Abbas. (2022). Analytical study of psychological adjustment for physical education colleges and sports sciences in Baghdad when used by electronic education. *Modern Sport*, 21(1), 0057.  
<https://doi.org/10.54702/msj.2022.21.1.0057>
33. Jumaa, Dunya Sahib (2014). The Trait of Competition Anxiety and Its Relationship to



Emotional Balance Among Advanced Female Athletes in Track and Field. University of Baghdad, College of Physical

Education and Sports Sciences for Women. *Modern Sport*, 13(1), 9. <https://jcopew.uobaghdad.edu.iq/index.php/sport/article/view/285>

**Appendix (1)**  
**illustrates the Unconscious Conflicts Scale for Athletic Coaches.**

Seq.	Item Statements	Always applies	Often applies	Sometimes applies	Rarely applies	Never applies
1	I feel spontaneous when facing certain situations.					
2	I try to please everyone when presenting my ideas to them.					
3	I refine my language when addressing the players.					
4	I feel skilled in addressing players' problems.					
5	I work to simplify stressful situations when guiding the players.					
6	I feel positive in handling various situations.					
7	I give my best to excel in my coaching duties.					
8	I explain my thoughts to the players as they are, without alteration.					
9	I tend to remain humble when assigned difficult tasks.					
10	I feel genuine when speaking to the players.					
11	I rely on humility when directing the players.					
12	I balance difficulty and ease when guiding the players.					
13	I allow the players to express their opinions freely when discussing with me.					
14	I minimize confusion when directing the players.					
15	I feel that my patience does not run out when guiding the players.					
16	I accept all players' opinions without excluding any, no matter what they are.					
17	I manage to earn the player's trust, making them feel that I am their close friend.					
18	I overcome stressful situations without negative reactions.					
19	I manage to overcome difficulties with calmness.					
20	I continue completing tasks without hesitation in difficult situations.					
21	I manage to contain the emotions of the runners.					
22	I strongly influence the runners to correct undesirable behaviors.					
23	I trust in my abilities to change the club management's perception of provocative situations.					

24	I feel that I possess qualities that the runners depend on.					
25	I feel that I do not annoy others by imposing my opinions.					
26	I can direct positively without hurting the players' feelings.					
27	I feel paternalistic toward the players when advising them.					
28	I possess listening skills for different opinions during discussions.					
29	I can change the players' negative beliefs.					
30	I accept players' opinions that oppose mine.					

**Appendix (2)**  
**illustrates the Free Will Scale for Athletic Coaches.**

Seq.	Item Statements	Always applies	Often applies	Sometimes applies	Rarely applies	Never applies
1	I use my thoughts freely to understand the information of situations in training and competition.					
2	I avoid intuition to ensure the reliability of the information in training and competition.					
3	I refrain from guessing when analyzing the information of situations in training and competition.					
4	I consider the source of information about situations in training and competition before making a judgment.					
5	I can clearly assess the accuracy of the information in training and competition.					
6	I can classify the information of situations in training and competition based on its importance.					
7	I feel I have the freedom to study the dimensions of the information in training and competition.					
8	I can distinguish the characteristics of each situation in training and competition.					
9	I refrain from guessing about the future of the option I choose in training and competition.					
10	I set contingency plans in training and competition before choosing the appropriate alternative.					
11	I feel realistic when searching for suitable options in training and competition.					
12	I take responsibility when selecting alternatives to solve problems in training and competition.					
13	I care about others' beliefs regarding my competence in selecting solutions to problems in training and competition.					
14	I have the ability to overcome incorrect choices before evaluating them in training and competition.					

15	I carefully review the alternatives to my decisions in training and competition.					
16	I can determine the appropriate option to solve problems in training and competition on my own.					
17	I consider conflicts between options when evaluating them in training and competition.					
18	I can analyze the causes and consequences of problems in training and competition.					
19	I create a timeline for evaluating options in training and competition.					
20	I avoid taking risks by relying on only one option in training and competition.					
21	I can distinguish whether my evaluation of the appropriate option in training and competition is correct.					
22	I can assess the costs associated with each alternative option in training and competition.					
23	I have the ability to evaluate options based on the availability of informational data in training and competition.					
24	I conduct a comprehensive evaluation of all options in training and competition.					

### Appendix (3)

illustrates a model of the psychological counseling program plan aimed at increasing the desired levels of unconscious conflicts and free will for athletic club coaches.

#### Session Two:

#### Developing the Level of the Mature Adult Ego State

Duration of the session:

45 minutes.

Seq.	Topic	Developing and Enhancing the Mature Adult Ego State for Athletic Club Coaches
1	Needs Related to the Topic	<ul style="list-style-type: none"> <li>The need to develop the mature adult ego state for athletic club coaches.</li> <li>The need to improve and correctly cultivate the sense of the mature adult ego state for athletic club coaches.</li> </ul>
2	Session Goal and Behavioral Objectives	<p>Introducing Athletic Club Coaches to the Meaning and Importance of the Mature Adult Ego State: The goal is for athletic club coaches in the counseling group to achieve the following:</p> <ul style="list-style-type: none"> <li>Understand how to develop their mature adult ego state.</li> <li>Learn how to appreciate the enhancement of their mature adult ego state by focusing on what is essential for the required task, without excessive or exaggerated tendencies in this unconscious conflict.</li> </ul>
3	Strategies and Techniques	The Mature Adult Ego State and Its Impact on Completing the Required Tasks for Athletic Club Coaches (A detailed discussion on the practical aspects of its benefit to them).
4	Activities Provided	<ul style="list-style-type: none"> <li>The researcher provides the necessary explanations and clarifications for the concept of the Mature Adult Ego State and its benefits in logically dealing with events, freeing the coach from emotional constraints that may lead to numerous mistakes.</li> <li>The researcher presents a 15-minute scientific lecture video to the athletic club coaches in the counselling group, then asks them to write down important and unimportant information they observed on a sheet, in order to understand how to realistically develop the Mature Adult Ego State. The researcher then discusses this information with them.</li> </ul>

		<ul style="list-style-type: none"><li>The researcher shows a set of expressive images through a PowerPoint presentation, explaining the importance and benefits of the Mature Adult Ego State if the coach works on developing and improving it to handle various events and situations, particularly in executing different exercises in the training unit or applying skills in athletics.</li></ul>
5	Evaluation	The researcher asks the coaches in the counseling group to summarize the key points of the session and discuss what was covered, then identify the session's strengths and weaknesses.
6	Applications	The researcher asks the coaches in the counseling group to mention the key benefits that can be achieved in implementing training for their athletes in various exercises within the training unit or situations and applying skills in competition when developing and improving the Mature Adult Ego State in these coaches

### تأثير برنامج إرشادي نفسي في النزاعات اللاشعورية وحرية الإرادة لمدربي بعض ألعاب القوى لقاء عبد الزهرة

جامعة بغداد / كلية التربية البدنية و علوم الرياضة للبنات – العراق

هدف البحث إلى بناء مقياسين تخصصيين للنزاعات اللاشعورية وحرية الإرادة لمدربي بعض ألعاب القوى والتعرف على مستوى كل منهما لديهم، وإعداد برنامج إرشادي نفسي مستند لرفع مستوى الحالات اللاشعورية وحرية الإرادة للمدربين الذين يعانون من انخفاض مستوى النزاعات اللاشعورية وحرية الإرادة، والتعرف على تأثير البرنامج الإرشادي النفسي في النزاعات اللاشعورية وحرية الإرادة لدى مدربي بعض ألعاب القوى، لتفترض بذلك الباحثة بأنه توجد فروق ذات دلالة إحصائية بين نتائج الاختبارات القبليّة والبعدية لقياس النزاعات اللاشعورية وحرية الإرادة لدى عينة البحث، وأُعدّ المنهج التجريبي بتصميم المجموعة التجريبية الواحدة على عينة بلغت (11) مدرباً من مدربي ألعاب القوى للموسم الرياضي (2024/2023) اختيروا عمدياً بالطريقة الإحصائية بنسبة (7.7692%) من مجتمع البحث، كما أُختير عشوائياً للعينة الإستطلاعية (6) مدربين يمثلون ما نسبته (4.196%) من مجتمع البحث، كذلك أُختير المتبقي منهم البالغ عددهم (126) مدرباً لعينة التحليل الإحصائي الخاصة ببناء المقياسين وهم يمثلون ما نسبته (88.112%) من مجتمع البحث، وبعد إتمام بناء المقياسين بالإجراءات المنهجية والمعالجات الإحصائية، تم إعداد (12) جلسة تم تطبيقها بمعدل جلستين في الأسبوع الواحد، ليستمر تطبيق البرنامج الإرشادي النفسي الرياضي (6) أسابيع في تجربة البحث للمدة الممتدة من (2024/1/7) ولغاية (2024/2/15) وبعد الانتهاء منها تم معالجة النتائج بنظام SPSS، لتكون الإستخلاصات والتطبيقات بأن مقياسي النزاعات اللاشعورية وحرية الإرادة لمدربي ألعاب القوى يصلحان إما أعدا لهما ويتمتعان بالأسس والمعاملات العلمية لأدوات القياس السايكومترية في علم النفس الرياضي، ويلائمان خصوصية المدربين، وإن إعداد البرنامج الإرشادي النفسي المستند لزيادة المستوى المطلوب للنزاعات اللاشعورية وحرية الإرادة يلائم مدربي ألعاب القوى، ويساعد تطبيق البرنامج الإرشادي النفسي في زيادة النزاعات اللاشعورية المطلوبة وزيادة مستوى حرية الإرادة العقلانية الملائمة لطبيعة عمل مدربي ألعاب القوى، ومن الضروري الأهتمام بمراعاة الحالة النفسية لمدربي ألعاب القوى غير الطبيعية والتركيز على معالجتها إرشادياً لما لهذه المشكلات النفسية من انعكاسات سلبية تجاه اللاعبين، ومن الضروري بأن يكون إعداد البرامج الإرشادية النفسية التي تعنى بتنمية مستوى النزاعات اللاشعورية المطلوبة وحرية الإرادة العقلانية للمدربين مبنية على القياس السايكومتري لهاتين الظاهرتين وتضمن مفاهيم علم النفس الرياضي في جلسات الإرشادية لما لها من مردودات إيجابية على الحالة النفسية والإنفعالية للمدربين. وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد).

مستخلص البحث

برنامج إرشادي نفسي، النزاعات اللاشعورية، حرية الإرادة ، مدربو ألعاب القوى

الكلمات المفتاحية