

Psychological Resilience And Its Relationship To Attentional Control And Performance Of Students' Volleyball Preparation Skill

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Abstract

The current study was conducted in order to identify the relationship of psychological resilience with attentional control and the performance of the skill of preparing volleyball for students, as the researcher used the descriptive method in the manner of correlational relations. For the academic year 2018-2019, as the aim of the research is to identify psychological resilience, attentional control, and the performance of the preparation skill in volleyball for students, to identify the relationship of psychological flexibility with attentional control, and the performance of the skill of repeating volleyball for students. Attention and testing the performance of the preparation skill in volleyball, which is within the curriculum for the students of the first stage for students of the Department of Physical Education and Sports Sciences, College of Basic Education.

Keywords: psychological resilience, attentional control, volleyball preparation skill.

Introduction

The development taking place in all fields of science in general and physical education sciences in particular is the result of the concerted efforts made by scientists, researchers and specialists in order to develop and improve the capabilities of students at the academic and mathematical level and to find the best methods and means of psychological and mental measurement that expresses the basis of harmony between mental health And mental and physical to perform basic and motor skills and develop mental abilities through the practice of sports activities, as it urges the human brain to develop new nerve cells that make it work faster and more effectively, and volleyball is one of the important team games that are taught in the departments of physical education and sports and is distinguished from other team games With the diversity of her skills, the speed of her performance, the smallness of her playing field, the rapid transition from defense to attack, and the lack of time limitation, her practice contributes to the development of physical, psychological and mental capabilities, and the link between positive psychological state, cognitive processes and motor performance to obtain the best performance, "as it needs mental abilities such as the power of concentration, memory, visualization and linking between motor skills For dynamic skill performance and fluid perception yum for movement"(Elham Ali and Zeina Khaled, 2018: 3), and "acquiring information about its methods, plans, and law will help develop attention, focus, perception, correct behavior, and the ability to innovate" (Nahida Al-Dulaimi, 2011: 32), and the preparation skill is one of the basic and technical skills that Linking offensive and defensive skills to the game of volleyball "It is the process of preparing the ball from the top to a suitable place after receiving it from the opponent's serve or from a crushing blow or handling and preparing it to the striking player in all positions so that he can strike and penetrate the opposing team's defenses" (Nahida Al-Dulaimi: 2011, 41), and that psychological resilience is one of the psychological variables that help the learner to positively cope with the pressures he is exposed to during study and learn motor skills. The ability to see things from multiple points of view and interact with stressful situations with a level of flexibility" (Muhammad Naguib, 2019: 81), which is "an effective element in determining the method of interaction between students, and there are many qualities that are related to psychological flexibility, which are associated with manifestations of positive strength of the mental state For the learner" (Muhammad Al-Saeed, 2013: 47), and attentional control is one of the cognitive processes that the student needs in the process of learning and decision-making during the performance of motor duty, as it is "a conscious cognitive attentional system represented in the ability to select and implement the appropriate response in conflicting situations and is linked to the mechanisms of regulation Self-control" (Thanaa Abdel-Wadoud, 2016: 21), that attentional control "increases the student's awareness of the types of cognitive activities that he uses in processing various information as well as good scientific planning and focus on key points in performing various tasks" (Derryberry, D & Reed, 2002:11).

research importance

From the foregoing, the importance of the research lies in identifying the relationship of psychological resilience with attentional control and the performance of some basic skills in volleyball for students. The research aimed to:

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Identify the psychological resilience of students.

Learn about students' attentional control.

Identifying the skillful performance of some basic volleyball skills for students.

Identifying the relationship of psychological flexibility with attentional control and performing the basic preparation skill in volleyball for students

As for the research problem, it was formulated with the following question:

Is there a relationship between psychological resilience, attentional control and the performance of students' volleyball preparation skill?

Research methodology and field procedures:

Research Methodology:

The researcher used the descriptive approach using the method of correlational relations because it is appropriate to the nature of the problem by "discovering the correlational relationships between two or more variables" (Fares Rashid, 2018: 103).

Research community and sample:

The research community was chosen by the intentional method, and they are students of the first stage of the Department of Physical Education and Sports Sciences, College of Basic Education, Diyala University for the academic year 2018-2019, and they numbered (32) students, and (7) students were excluded from the main sample for their participation in the exploratory experiment, and (5) students were excluded Because of absence and non- attendance of the main experiment, and thus the number of members of the main application sample (20) students, representing a percentage of (62.5 %) of the research community.

Tests used in the research:

Psychological resilience scale:

After seeing the researcher on many sources and studies, the researcher used a scale Psychological resilience prepared by (Yahya Omar, 2012), which was applied to university students, and was applied to the Iraqi environment by (Huwaitda Ismail, 2018), as the scale consists of (40) items divided into three dimensions (the emotional dimension, the mental dimension, and the social) and the answer was divided into three alternatives (always = 3, sometimes = 2, never = 1) for the positive expressions and their expressions are (1, 2, 3, 4, 5, 10, 11, 13, 14, 15, 16, 20, 23, 24, 25, 26, 27, 29, 30, 31, 33, 34, 38, 39, 40, 41, 42, 43, 44, 45, 46), and the answer to the negative statements is (always = 1, sometimes = 2, never = 3) and its expressions are (6, 7, 8, 9, 12, 19, 21, 35, 36), and thus the highest score for the scale is (120) degrees and the lowest achieved score is (40) and it was presented to a group From experts in the field of sports psychology, some words were modified without changing the concept of the attached phrase (1).

Attentive control scale (Thanaa Abdel Wadood, 2015)

The researcher adopted the Attentive Control Scale of (Thanaa Abdel Wadood, 2015) Appendix (2), as it consists of (45) items and the five answer alternatives are (always applies to me, often applies to me, sometimes applies to me, rarely applies to me, does not apply) and it was The scores for correcting the alternatives are (5 - 4 - 3 - 2 - 1) respectively, and the highest score obtained by the student is (225 degrees) and the lowest score is (45) with a hypothetical mean of 135. The researcher presented the scale to experts in the field of sports psychology on the percentage of agreement (100%) Some modifications were made to some words to suit the nature of the game, taking into account that the basic meaning of the paragraph remains unchanged.

Test the skill of numbers from front of the head forward to Center (2) and (4) (Najla et al., 2012: 182-183)

the purpose from Test : measure level the performance skillful for skill preparation from Before Head forward about road experts.

Tools : playground a ball The Plane legal, balls airplane, ribbon measurement, pitch intended as It is shown in Figure (1).
swear Region the background to me Two rectangles (a - b) area All Of them (3 x 4.5) m are dedicated to stand the coach
In which to pass the ball to me lab.

Specifications Performance : standing lab in center (3) and on the coach Which stands up in Area (A) passing the ball automatically while he is in this place to prepare it, provided that he directs it to the center (2), as the tester is given three attempts to this center, then he is given three Efforts other to rise set it up on me that direct it to me Center (4) after that pass the ball for him from the coach Which stands up in Area (b).

Registration: Done evaluation performance lab in attempts the six About road experts, and be class division as follows :

- A. Section Preparatory : its degree is (3).
- B. Section President : His rank is (5).

C. Section Concluding : and its degree (2).

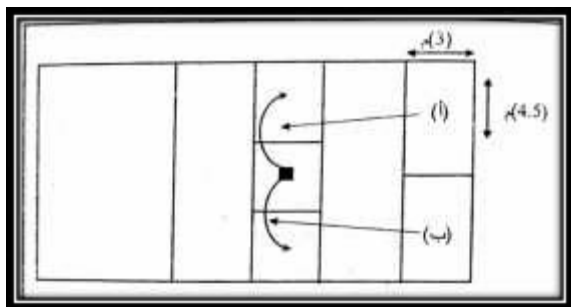


Figure (1) shows the preparation test from (2) and (4) center

Experience survey:

Got up researcher by conducting Experience Exploratory study variables in the Department of Physical Education and Sport Sciences College Education the basic University Diyala through the successive distribution of the two measures (psychological resilience and attentional control). that It was completed Conducting a preparation skill test in the sports hall for the volleyball game the sample reconnaissance And the adult Their number is (7) students And that day Sunday Corresponding to (20/1/20 19) and it was Target Including:

1. Get acquainted on me difficulties that may be face researcher during Procedure experience.
2. Convenience Standards and tests used Damn search.
3. Time it takes to apply tests.

Experience the boss

It was completed conducting Experience the boss On the research sample of (20) students on Sunday corresponding to 27/1/20 19 _, through Implementation The measures of psychological flexibility and attentional control in the classrooms of the Department of Physical Education and Sports Sciences in succession, giving a rest time (15) minutes between the application of the two measures, then moving to the volleyball hall in order to apply the preparation skill test, as the sample was photographed and presented to the experts in order to evaluate the performance of the preparation skill with volleyball distance that It was completed plural data and unloaded to analyze it statistically.

Means Statistical:

I will work researcher Satchel Statistical (spss) from okay to treat data and extract The results are the mean, standard deviation, and Pearson correlation coefficient.

An offer Results and analyzed And discuss:

Table (1)

Show circles arithmetic and distractions Normative for search variables vigilance mental Attention control and performance Skill preparation with volleyball

variants	Arithmetic mean	standard deviation
Psychological resilience	80.45	4,395
Attentive control	141.35	14,869
Preparation skill performance	7.05	0.759

From Table (1) it was found that the arithmetic mean value of psychological resilience was (80.45), the standard deviation was (4.395), the arithmetic mean for attentional control was (141.35), and the standard deviation was (14.869).

Table (2)

Show Correlation coefficient values and level of significance for search variables vigilance mental Attention control and performance Skill preparation with volleyball

variants	Psychological resilience	function
Attentive control	79 0.5**	moral
Preparation skill performance	452 .0*	moral

from Table 2 can be seen for us Existence a relationship Moral connection between All from Psychological flexibility and attentional control And perform Skill preparation for second year students, so reached Values Factor link between psychological resilience and attentional control (**0.579) and this indicative on me morale engagement, The value of the correlation coefficient between psychological resilience and the performance of the numbers skill was (0.452 *), and this is what achieves the goal of the research, as the researcher believes that the presence of care And the support and trust and encouragement By family and teachers as well as by trust Self, look positivity for self It helps to develop psychological resilience. Ability on me put plans realistic, and take steps and actions necessary to apply it, And the look positivity to me Self and trust self in Capacity and potential Personal And the ability to Positive communication slime the problems, And adjust and management agitation (Lana Basel, 2017: 11), and the conditions that the student passes through during the study period, especially first-stage students, and the transition from the pressured secondary school life to the collective life helped to adapt to those conditions, and that students of this age have the ability to think, focus and pay attention to Different situations and the ability to find alternatives and deal with them, and thus increase the psychological resilience that helps them to continue and succeed. Sports in practical lessons, especially the lesson of volleyball, as it is a game that is characterized by suspense and fun in order to consume energies, reduce psychological stress, gain experiences, feel a psychological state, enjoy mental health and psychological resilience, and this is consistent with (Ahmed Al-Bayoumi, 21: 2020), as "practicing various sports activities for the student make them field to exhaustion and consumption energy stored in their bodies And therefore It reduces their psychological stress, and the practice of scientific sports activities makes them feel belonging and integrated into society, reduces the feeling of anxiety and increases the experiences of success, satisfaction and happiness, and the researcher attributes the significance of the correlation between psychological flexibility and attentional control to that attentional control is affected by the positive psychological state, which works on the flexibility of attentional control And isolating the stimuli and controlling the perceptions while learning the various skills, especially the skill of preparing for volleyball, the positive attentional control. to me the shift flexibly between mission to achieve maximum Saucepan from the performance, are connected by behaviour Perceptual too from During control learner on me his feelings aware of it, And on it Van Perception of stimuli that Dealing with her learner in the environment surrounding may be It is distorted if did not Complete Sign Up the information that receive it learner from the environment with a picture correct due to weakness Attention" (Muhammad Abbas Muhammad, 2019: 570), and that performing the preparation skill requires investment, doubling the cognitive effort, and the ability to shift attention, control stimuli, and select the important ones to perform the skill. Need to me an effort cognitive multiple The more It was requester configured from During Mastering it performance skill whenever increased investment opportunities Effort and distribute it depending requirements skill, control attention need to me consideration requirements the transfer skill than a movement to me other And Subsequently Directed by perfect balance to perform the skill Important On And decoration Khaled, 2018: 11).

Conclusions

After the purpose of the results of the current research, the researcher reached the following conclusions:
 Significant correlation between the variables of the current research, psychological flexibility, attentional control, and the performance of the skill of preparing in the flying hoop.
 The positive psychological state has an important role in developing psychological resilience and the ability to deal with exceptional circumstances during the study period.
 The positive psychological state works to increase the student's ability to control and pay attention to the surrounding stimuli and isolate them.
 The nature of playing volleyball and the way it is performed requires a positive psychological state and high psychological flexibility in order to pay attention to the surrounding stimuli, especially the numbers skill, which is the heart of the basic skills and the successful construction of the attack process.

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Appendix (1) Psychological Resilience Scale

Dear Student..... Respected

He wants researcher conduct a study to get acquainted on me Psychological resilience of students And in front of you a group from paragraphs that you measure Psychological resilience And to each a paragraph three alternatives (always, sometimes, never), between your hands this questionnaire Please the answer about her With all Truth sincerity, service Search Scientific, note that the information it will be Secrecy No come out on her but researcher Just With considerate reading All a paragraph in a form good and not to leave any phrase Without status answer Mark (√) in field appropriate.

Noun Student :

Study stage:

T	Euphrates	Always	Sometimes	Start
1	I take my decisions by myself			
2	I accept criticism chest welcomed			
3	I share my colleagues in their occasions happy And sad			
4	I have Daring To face Indeed Whatever It was painful			
5	I hold on In my opinion though from right The opinion the other			
6	I seek to help my colleagues in their tribulations			
7	When solve problem I find Enjoyment in Move over to solve problem other			
8	Considered My opinion he Opinion Initial to me that Listen to my colleagues then I decide The opinion Final			
9	I seek to construct Relations social With my colleagues			
10	I plan inter my life no I leave it Under Mercy coincidence			
11	I acknowledge by mistake if I am satisfied with a destination look Violation			
12	I take any chance To communicate With others			
13	I feel with fear from Confrontation the problems			
14	listen for opinion offender for me to understand his facts that may be be absent About Me			
15	I have Ability on me formation make friends New Easily			
16	Whatever She was obstacles then I I seek to achieve my goals			
17	I believe Pan the difference in The opinion necessity to enrich Topic subtraction For discussion			
18	I participate in activities societal and business voluntary			
19	I have love reconnaissance and desire in knowledge money I know him			

20	Usually what think well Before that older on me an act any Thing			
21	my relationships With my colleagues built on me respect And appreciation			
22	Think that life stunts she that involve On problems I can that I'm facing it			
23	I share my family in Confrontation slime problems that facing us in family			
24	I participate in discussions Around Threads family With Individuals my family			
25	I want that describe Myself that I am with personality Latifa and strong			
26	I refuse The performance business that cost me with it my father if conflicted With my principles			
27	older Help to my colleagues in Solution matters tuition that No They appreciate on me solve it			
28	I'm ashamed from the answer on me questions that direct it the professor though from My knowledge for the correct answer			
29	respect opinions my father though from oppose it With My opinion profile			
30	I get confused When direct for me professorial Question Before others			
31	I participate in Business household though from my busyness burdens tuition			
32	I feel embarrassed from Connection with my teachers			
33	older Help to my brothers in Solution their duties scholastic though from my busyness With my studies			
34	I hesitate in inquire from my teachers About themes No I get it			
35	do it instructions my father accurately			
36	I feel bored and distress during Lectures.			
37	do it wishes my father without nag			
38	I feel anxiously Intense At Access for a hall exams.			
39	I share in activities and events Student inside the University			
40	I overcome on me my anger from others Quickly Reasonable			

Appendix (2) (attentional control scale)

Dear Student..... Respected

He wants researcher conduct a study to get acquainted on me Attentive control of students And in front of you a group from paragraphs that you measure Attentive control And to each a paragraph Five alternatives She (applies On Always, applies On mostly, applies On Sometimes, applies On Scarcely, No applies), between your hands this questionnaire Please the answer about her With all Truth sincerity, service Search Scientific, note that the information it will be Secrecy No come out on her but researcher Just With considerate reading All a paragraph in a form good and not to leave any phrase Without status answer Mark (√) in field appropriate.

Noun Student:

Study stage:

T	paragraphs	It always applies to me	It often applies to me	Sometimes it applies to me	It rarely applies to me	It doesn't apply to me bada
1	always remember doing my motor duties					
2	My mind goes to what is around me when performing volleyball skills					
3	I have difficulty completing motor homework on time					
4	I find it difficult to focus on my performance because I think about other things					
5	Lack of focus on what is going on in the lecture					
6	I get distracted by even small things					
7	I can easily complete motor tasks when asked to do so					
8	I am having difficulty organizing the exam					
9	I think about the motor performance before starting it					
10	It's not easy to get distracted when I'm doing motor skills					

11	When I focus my attention on the important lecture I ignore my feeling of hunger and thirst					
12	I feel distracted when a colleague shares a task with me that does not abide by its rules					
13	I often tend to work and complete tasks without bothering to think about them					
14	When I try to focus on a movement, I find it difficult to focus my thoughts on it					
15	I need enough time to think about one task before embarking on another					
16	I can switch from one task to another easily and quickly					
17	I can solve more than one problem at a time					
18	When something interrupts me and distracts me, I can quickly return to what I was paying attention to					
19	It is difficult for me to change my perception from a particular skill to a skill other					
20	I find it difficult to complete tasks that require completion at the same time					
21	I find it difficult to distribute my attention between listening and taking notes during lectures					
22	It is easy for me to switch between two different tasks.					
23	I can complete several duties at one time					
24	When I get annoyed with one task, I switch to another					
25	When I start a task and at the same time assign another task, I cannot accomplish them together					
26	I can switch to another task while keeping my attention on the main task					
27	When I am assigned a sudden job, it does not affect my previous work					
28	I develop my motor responses in performing a specific task in light of the main objective of the task					
29	I deal with the requirements of everyone around me with ease and efficiency					
30	Modify my motor responses to situations according to the reinforcements I get while performing the task					
31	I can do the exam well when the teacher decides surprise exam					
32	I hope he stays as the subject professor instead of replacing him with another professor					
33	I find it difficult to get used to a classroom other than mine original					
34	I'd rather stay in my class than be transferred to another class					
35	I make my decisions in emergency situations easily and easily					
36	I can get to college even though some ports are closed leading to it					
37	I do not feel bored during the lecture even though exceeded its expiration time					
38	When I speak Before Students I can distribution my attention them without An embarrassment					

39	I can collect the material prescribed in the exam, even if it is not We have a textbook					
40	I can prioritize my interests according to the circumstances be in it					
41	My responses while performing a skill change depending on the nature of the skill I'm assigned to perform					
42	I am able to exclude any influences that interfere with my performance of a particular skill					
43	I repeat and repeat my performance of the difficult topic of the lecture or the new					
44	I can select an appropriate response for the task through research in multiple alternatives					
45	I arrange the duties required of me logically					