

Positive confrontation and its relationship to psychological stress among young football players

Assist. Prof. Dr. Mohsen Mohammed Hassan ⁽¹⁾ , Alaa Aziz Yousif ⁽²⁾

⁽¹⁾ Faculty of Physical Education and Sports Sciences / University of Kufa, Iraq.

⁽²⁾ Master. Student. Faculty of Physical Education and Sports Sciences / University of Kufa, Iraq.

muhsinm.alfallogi@uokufa.edu.iq , alaadoos1480@gmail.com

Abstract

The purpose of this paper is to Identifying the positive confrontation and psychological stress among young football players and identifying the relationship between positive confrontation and psychological stress among young football players. The use of the descriptive approach in a survey method and correlational relationships The research community included Najaf governorate football clubs for young people participating in the governorate league for the sports season (2021-2022) ,the number of them is (80) players. As for the research sample, which was chosen randomly, it consists of (43) players, with a percentage of (53.75) representing these clubs, and they are young people. (Kufa Club, Najaf Club, Naft Al-Wasat Club, Al-Tadamon Club), the research sample has a high positive response and low psychological stress. One of the results reached by the researchers is that there is an inverse relationship between positive confrontation and psychological stress for the research sample.

Keywords: Positive confrontation; psychological stress; football.

Introduction:

The development in various sports fields is nothing but the result of research, studies and various sciences. Sports psychology is one of the sciences that left a great impact on the sports movement along with other sciences. Therefore, the process of preparing the player and paying attention to his psychological aspect of him goes hand in hand with the physical and skill aspects. In addition, tactics, because psychological preparation is one of the pillars on which the training process is based, as well as other training elements. And since the game of football is one of the games that need to pay attention to the positive response of the player in order to reduce his psychological tension during matches.during the match, the player is exposed to psychological situations and situations accompanied by emotion, excitement and tension, so the preparation and psychological preparation has become a necessary and urgent process for the player to be able to control his emotions and control his behavior and thus increase the quality of the positive response to him.

Positive confrontation is the methods by which the player faces stressful competition events, the positive or negative components of which depend on taking action or reluctance according to the player's abilities, his frame of reference for behavior, and his skills in bearing these events, and according to his adaptive responses towards facing these events without causing any physical or negative effects. It is psychological and positive confrontation works to urge the player to be advanced and distinguished among his peers in the team, as the player's need

for performance and excellence works to motivate him and stimulate his potential energy and works to double and direct his efforts and energies towards achieving the desired goal, which is to achieve victory. Because of the foregoing, the importance of the research lies in recognizing the positive confrontation of the players as well as the psychological tension, and thus knowing the type of relationship and influence between the positive confrontation and the psychological stress of young football players.

Research problem:

The good psychological preparation of the player plays a major role in determining the effectiveness of his psychological preparation and overcoming the various situations he is going through in the match. Therefore, through the work of the researchers in the field of training age groups, they noticed during the matches of the governorate clubs in the Youth Football League that the player was exposed to some negative influences such as psychological tension and instability Through his confusion and random behavior during the match, and at the same time, he noticed a defect in the positive response to those tensions and emotions. For that, the researchers worked to know the type of relationship between positive confrontation and psychological tension in order to overcome negative situations and psychological tension facing the player and avoid them to reach good skill performance and achieve victory in the match.

Research Objectives:

- Identifying the positive confrontation and psychological stress of young football players.
- Identifying the relationship between positive confrontation and psychological stress among young football players.

Research hypotheses:

- There is a real correlation between positive confrontation and psychological stress among young football players.

Research fields:

- Human field: Players of Najaf Governorate clubs participating in the youth league for the sports season (2021-2022)
- Time field: (1/11/2021) to (6/2/2022)
- Spatial field: Playgrounds and locations for youth football clubs in Najaf Governorate

Research methodology and field procedures:

Research Methodology:

The nature of the study necessitated the use of the descriptive approach in a survey style and correlational relationships, which aims to “collect data to try to choose hypotheses or answer questions related to the current or current situation of the research sample members.”(Allawi and Ratib. 1999)

Community and sample research:

The research community included Najaf governorate football clubs for the youth participating in the governorate league for the sports season (2021-2022), which numbered (80) players. As for the research sample, which was chosen randomly, it consists of (43) players with a percentage of (53,75) representing these clubs, and they are young people (Kufa Club, Najaf Club, Naft Al-Wasat Club, Al-Tadamon Club) as shown in Table (1).

Table (1) shows youth football clubs and the number of players

Participating clubs	Research community	Main experience sample	Exploratory experience sample
Kufa	20	10	8
Najaf	20	12	-
Naft Al-Wasat	20	10	-
Al-Tadamon	20	11	-
Total	80	43	8

Search tools and devices:

The research included the following tools and devices:

-1 Arabic sources

2- Observe.

3- The questionnaire (positive confrontation scale, psychological stress scale)

Either equipment used:-

1- calculator (flamingo).

2- A Pentium 4 computer.

Field research procedures:**Measures of Positive Confrontation and Psychological Stress:**

The scientific sources relied on the positive confrontation scale of (al-Shahmani. 2020), which consists of (31) paragraphs that the laboratory answers. The scale was presented to a group of experts and specialists see appendix (1).

The researcher used the psychological stress scale, which aims to identify the degree of psychological stress of the research sample in the position of sports competition, which was prepared by (Al-Naqeeb. 1990) and this scale is suitable for knowing the level of psychological stress in the research sample. This scale consists of (28) paragraphs, and the answer to these paragraphs is based on five alternatives: (Applicable to a very large degree) (Applicable to a

large degree) (Applicable to a moderate degree) (Applies to it to a small degree) (Does not apply to it at all)

The paragraphs of the scale are divided into two groups, the group of positive paragraphs numbering (15), and the group of negative paragraphs numbering (13).

The answer to the positive items is descending from the highest value which is (5) to the lowest value which is (1). As for the answer to the negative items, it is ascending from the lowest value (1) to the highest value (5).

- Positive clauses (30,29,28,27,23,19,16,14,12,10,9,7,4,3,1)

- Negative paragraphs (26,25,24,22,21,20,17,15,13,11,8,6,2)

It was also presented to experts and specialists, and they showed its suitability for the work, as shown in Appendix (2).

Exploration experience:

This experiment was conducted on 2/1/2022 on (8) players from the youth players of the Kufa Club, during which the players' understanding of the two scales was identified, the clarity of the instructions, and the overcoming of the difficulties that might occur in order to prepare for the main application of the two scales.

The method of correcting the two scales:

The Positive Confrontation Scale consists of (31) paragraphs and the answer to them is according to three alternatives: (always apply to me, apply to me often, apply to me sometimes, apply to me, and does not apply to it at all))

Weights are given for the scores (5,2,3,4,1) respectively for the positive items and vice versa for the negative items. As for the psychological stress scale, the scale consists of (28) items and the answers to these items are based on five alternatives:

(Applicable to a very large degree) (Applicable to a large degree) (Applicable to a moderate degree) (Applies to it to a small degree) (Does not apply to it at all)

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The answer to the positive items is descending from the highest value which is (5) to the lowest value which is (1). As for the answer to the negative items, it is ascending from the lowest value (1) to the highest value (5).

- Positive paragraphs (30,29,28,27,23,19,16,14,12,10,9,7,4,3,1)

- Negative paragraphs (26,25,24,22,21,20,17,15,13,11,8,6,2).

Scientific characteristics of the scale:

Honesty:

Honesty is one of the scientific conditions and characteristics of a good test since honesty means “that the test measures what it is designed to measure and does not measure anything else” (Bahi. 1999)

The validity of the two scales was verified by finding their apparent validity by presenting them to a group of experts and specialists.

Stability:-

Cronbach's alpha equation was used to extract the stability coefficient, and it amounted to (0.88) for the positive confrontation scale, and the psychological stress scale amounted to (0.86), and these are two high indicators of the stability of the two scales.

Main experience:

This was done during the distribution of the two scales to the players participating in the youth league in Najaf governorate while they were in their stadiums, where the scales forms were distributed to the research sample of (43) players. After marking the two scales by the players, the forms were collected to obtain the research results.

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

Presentation and discussion of the results:**Identifying the positive response and psychological stress among the research sample:**

After the data was collected, it was necessary to identify the positive response in the sample, so this required extracting the value (t) between the arithmetic mean and the hypothetical mean of the research sample, as shown in Table (2).

Table (2) shows the arithmetic mean and the hypothetical mean of the positive confrontation

Participating clubs	No. of sample	Arithmetic mean	Standard deviation	hypothetical mean	degree of freedom	T value		Type sig
						Calculation	Tabular	
Kufa	10	29	5,65	30	9	21,38	2,26	sig
Najaf	10	29,60	4,88	30	9	23,82	2,26	sig
Naft Al-Wasat	11	31,18	2,49	33	10	40,97	2,22	sig
Al-Tadamon	12	32,58	4,69	36	11	26,17	2,20	sig
Total	43							

As it becomes clear to us from Table (3) that the value of the hypothetical mean is higher than the arithmetic mean, which indicates that the players possess a low state of psychological tension. Therefore, we find that the value of the t-test between the arithmetic mean and the

hypothetical mean is significant at the level of significance (0.05). Where the calculated T value appeared greater than the tabular value, which indicates the existence of significant differences between the calculated and tabular values for each of the participating teams.

Identifying the relationship between positive confrontation and psychological stress in the research sample:

To identify the relationship between positive confrontation and psychological stress in the research sample, it is necessary to find the correlation coefficient (Pearson) as in Table (4).

Table (4) shows the correlation coefficient and the calculated value of (T) for the correlation significance, tabular, and level of significance.

Variables	correlation coefficient	degree of freedom	T Calculation	T Tabular	Type sig
Positive confrontation	0,27	41	6,88	0,30	sig
Psychological stress					

It is clear to us through Table (3) that the inverse moral relationship between positive confrontation and psychological tension and the reason for this is due to several factors, including that the high confrontation in the sample affects the positive side in the player's performance as "there is an inverse relationship that is statistically significant in the degree of positive confrontation and skill performance at player level "Karim and Mohamed. 1996) , That is, the player must prepare a good psychological preparation through which he can achieve a good confrontation and achieve an effective decrease in psychological tension, otherwise, the opposite may happen, and this control depends on the player's experience, as the "Sports experience has an important and effective role in controlling unwanted psychological tension before racing and competition," (Khuraibet. 1998) as it provides a positive response at a good level that helps reduce psychological stress.

The good positive confrontation and the pleasure and pleasure that the coach provides to the player and the surrounding circumstances have a major role in increasing the player's confrontation. Therefore, "the successful coach is skilled in organizing the players' physical and psychological energies and how to control and control the thoughts and feelings of the players during the competition, which makes the performance, evolve in the right direction." (Ratib. 1995).

A good confrontation dispels the tension that accompanies important matches as "the optimum arousal rate leads to effective behavior and performance."(Mutawa. 1977)

Through what was mentioned, the research hypothesis was achieved in the existence of a relationship between positive confrontation and psychological stress, but this confrontation must be at a level that can be used to reduce the player's stress. This is done through good

psychological preparation by the coach during the training period and accustoming the player to how to face the circumstances Difficulty with control and without nervousness in order to benefit from this positive confrontation in a positive way to reduce tension and achieve good performance for the team.

Conclusions and recommendations:

Conclusions:

- The research sample has a high positive confrontation and low psychological stress.
- There is an inverse relationship between positive confrontation and psychological stress for the research sample.

Recommendations:

- The coach's attention besides the psychological preparation of the player in order to control the positive confrontation, reduce his psychological stress, and make it at a good level that achieves the high levels of the players.
- Taking advantage of the player's previous participation in improving his positive response and not being affected by failures that affect the player's tension.
- Adopting a positive confrontation method to reduce the level of psychological stress for the player and make it to a good level after the end of the warm-up and the beginning of the competition.
- Using the two search criteria as a means by the coach to identify the positive confrontation and psychological tension that the players have on a regular basis.

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Appendix (1)

Shows the positive confrontation scale in its final form

Dear player

Good greeting

You have a list of phrases, please answer them accurately, taking into account the following notes:

Read each phrase and after you understand its meaning, answer directly what applies to you personally, knowing that there is no right or wrong answer.

Put a tick (√) in the field that applies to you in front of each statement.

The need to answer frankly and accurately about the phrases.

Do not leave any of the scale statements unanswered.

Your answer will be strictly confidential and is for scientific research purposes only.

Not writing the name.

No.	Paragraphs	Answer alternatives				
		Always apply to me	often Apply to me	Sometimes it applies to me	Apply to	does not apply to me
1	Justify the error in which he is simply.					
2	I strive hard to achieve my success in the match.					
3	I would like to come to exercise early.					
4	I am facing any kind of problem.					
5	I talk to my colleague to understand what I suffer from psychological pressure					
6	Consult a colleague to guide me on how to deal with some playing situations.					
7	Use someone with experience from my colleagues to fix the mistake I make in the field					
8	I'm looking for the cause of the problem I'm exposed to.					
9	I study the critical situation carefully.					
10	I try to make a plan before any work I do.					
11	I think of possible ways to solve the problems I face.					
12	I convince myself that there is a reward after completing the difficult task in the match.					
13	Part of the stressful duty assigned to him according to the context of the topic.					
14	When the duties crowded on the help of a colleague of mine.					

15	I seek the intervention of another party when there is a problem with my coach.					
16	I treat some problems with endurance and patience.					
17	When I feel sad I occupy myself with another job.					
18	I think carefully about the situation of the match before I make a decision.					
19	I stay away from colleagues to think of good solutions to my problem.					
20	I have the ability to control my emotions during the match.					
21	I work hard to be a perfect player.					
22	I take the time to make important decisions.					
23	When I am assigned a lot of duties, I ask for a leave of absence for training.					
24	I raise my voice high in any situation that bothers me.					
25	When I have a problem I leave it until its sides become clear.					
26	I hurry to move to another team in the event of a quarrel with my colleagues.					
27	I seek apologies for those who err in my right.					
28	I take on the extra duties albeit tiring.					
29	I go along with my colleagues' mistakes until I find a solution to them.					
30	I understand the needs of colleagues during training and the match.					
31	I apologize when I'm late for training.					

Appendix(2)

Shows the psychological stress scale items

No.	Paragraphs	Applicable to a very large degree	Applicable to a large degree	Applicable to a moderate degree	Applies to it to a small degree	Does not apply to it at all
1	I feel completely relaxed before the match.					
2	My heart breaks when I enter the stadium with a large crowd.					
3	I sweat when exposed to embarrassing situations in the match.					

4	I feel comfortable when the coach talks to me about my private affairs.					
5	I can make a decisive decision quickly in sudden situations					
6	I grit my teeth when I notice my teammates are not interested in the match.					
7	My appetite remains good even on match day.					
8	I can remember the events of the match well.					
9	I often have interrupted sleep before the game.					
10	I can visualize what could happen in the match before it even starts.					
11	My throat and pharynx dry out when important people watch my performance.					
12	I feel the need to go to the bathroom a few times before a match					
13	I feel that I am able to accomplish the duty required of me at a high level.					
14	I feel happy when the coach or my colleagues tell me about my mistakes with his frankness.					
15	I was able to focus my attention even when the match was going unplanned.					
16	I speak calmly and confidently with the teacher even when he makes the wrong decision against me.					
17	I control all my movements, no matter how embarrassing or surprising the situation.					
18	I feel that I have enough energy to do the required duty.					
19	Lose focus as the audience grows.					
20	I am bothered by the distinction between the players in the treatment by the coach.					
21	It is easy for me to distinguish the minutes of things					

22	My body temperature rises unusually when you take on a certain responsibility.					
23	I tend to pass my touch on him aggressively when I think of an important topic.					
24	A quarrel between colleagues causes me stomach pain.					
25	Before the exam, I feel sudden muscle pain (cramps, cramps)					
26	I feel in control and calm even if I didn't do well in the exam					
27	I feel the pressure in my head like it's going to explode when I make a mistake.					
28	I feel like I overreact to sudden changes.					