

THE PSYCHOLOGICAL, PERSONAL AND EMOTIONAL COMPATIBILITY AND ITS RELATION TO PRECISION IN SOME BASIC FUTSAL SKILLS AMONG DIYALA TEAMS PLAYERS

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Abstract

The significance of the paper is in studying the variable (psychological-personal-emotional compatibility) as it is regraded of the factors which influence the nature of performance, acclimation and goals achievement in harmony with the reality of the society he lives in as well as the importance of the individual's self-apprehension and the ability to know the capabilities and potentials of the individual himself to be able to interact with the different bodily, skillful, and cognitive sides in compatibility with the behavior of the individual along with his activity and level of performance. The researchers adopted the descriptive approach of associative relations. The scale is adopted to (70) players representing (53.84%) of the total study society. While the final scale is applied to (50) players representing (38.46%) of the original society. In this way, the adaptation sample and final scale sample of (120) players in a ratio of (92.30%) of the original society. The level of sportive psychological-personal-emotional compatibility was good in the sample of the study. Any improvement in the level of sportive psychological-personal-emotional compatibility will lead to a development in the skillful performance and vice versa. This encourages other researchers to work on similar studies dealing with other skills, other sports and different samples in various study levels even in terms of the gender of learners.

Keywords: psychological-emotional, basic futsal skills

1. INTRODUCTION

Psychological compatibility is one of the significant psychological concepts among athletes which did not received its due importance in learning in concordance to the context of sound concepts in Iraq in spite of its vital and focal role in reducing negative psychological effects caused by the environments in physical work due to the pressure of training, competitions and the negative results achieved by players. Hence is the significance of this paper in studying the variable of (the psychological-personal-emotional compatibility) regarding it of the effective factors on the nature of performance, acclimation and goals achievement in harmony with the reality of the society he lives in as well as the importance of the individual's self-apprehension and the ability to know the capabilities and potentials of the individual himself to be able to interact with the different bodily, skillful, and cognitive sides in compatibility with the behavior of the individual along with his activity and level of performance.

In addition to physical training, coaches and sport psychology specialists devote a significant part of their interests to mental training aiming to achieve stability in player's level and as complementary factor that is not to be ignored as various requirements appeared to gain the psychological compatibility wished for in matches and competitions via tools and procedures adopted by the coach or psychological specialist with the player or, sometimes, even by the player himself with his own self. Here occurs the importance of this paper in dealing with the (psychological-personal-emotional compatibility) as a factor influencing the nature of performance, acclimation and goals achievement in harmony with the reality of the society he lives in as well as the importance of the individual's self-apprehension and the ability to know the capabilities and potentials of the individual himself to be able to interact with the different bodily, skillful, and cognitive sides in compatibility with the behavior of the individual along with his activity and level of performance.

Moreover, due to the environments accompanying long and exhaustive training met by football players, the y might cause negative effects and psychological pressure which have negative impacts on achieving the required level. According to the experience of the researchers and the actual need for psychological and emotional cases and the level of relation between them and some basic football skills, they wanted to diagnose the nature of this relation to be beneficial for workers in the field of training, and, to identify the correlation between the psychological-personal-emotional compatibility and the skills of (passing, dribbling, scoring) in football.

Field Procedures:

2. METHODOLOGY:

The researchers made use of the descriptive approach of associative relations.

Sample of the Study:

The study society comprised Diyala Teams Players which are (13) teams with (10) players each. Hence, the total number of players is (130). The scale is adopted to (70) players representing (53.84%) of the total study society. While the final scale is applied to (50) players representing (38.46%) of the original society. In this way, the adaptation sample and final scale sample of (120) players in a ratio of (92.30%) of the original society which is the same similar ratio of the total study sample in terms of skill tests and the scale, neglecting the questionnaire forms of others.

Tools and Devices used in the Study:

Futsal standard stadium, 20 standard balls, ribbons to point precision areas, questionnaire forms of the psychological scale, camera to photograph the tests, registration forms.

Field Procedures:

The Procedures of Adopting the Psychological-Personal-Emotional compatibility Scale:

The Procedures of Adopting the Psychological-Personal-Emotional compatibility Scale:

Suitable for the sample under study via the agreement of experts concerning the questions with setting reformative steps of the scale from scientific view.

$$Ca^2=(L-Q)2/Q.....(1)$$

Table (1) Experts' agreement and signification level of the psychological-personal compatibility scale

No.	Question	Consenters	Non-Consenters	Ca ²	signification
1	I feel satisfied about myself despite lesson difficulties and competition with colleagues	10	1	7.36	significant
2	I am not aggrieved in class	10	1	7.36	significant
3	I depend on myself in meeting my sport requirements	9	2	4.45	significant
4	I feel irritated when coach criticizes me in front of other players	9	2	4.45	significant
5	I can control my nerves during playing	9	2	4.45	significant
6	I am an excellent player and productive in lesson	10	1	7.36	significant
7	I speak proudly of my achievements when talking with other players	9	2	4.45	significant
8	It is easy to get my feelings hurt by competitors in other groups	10	1	7.36	significant
9	When the teacher stimulates me I feel more inclined to win	10	1	7.36	significant
10	My performance in competition is better than in training	9	2	4.45	significant
11	My performance greatly heightens when I play in the name of my group	10	1	7.36	significant

12	My hope is great in all that I wish during competition	9	2	4.45	significant
13	I feel lonely even when with my mates in the field	9	2	4.45	significant
14	I feel self-confident during training and playing	10	1	7.36	
15	I like assisting my mates in class	9	2	4.45	significant

The χ^2 in table under the level of (0.05) and freedom degree of 91) equals (3.84)

The Psychometric Properties of Scale Items:

The psychometric properties reveal the ability of the scale to measure what it was set for and the rational analysis might not be sufficient alone to figure out the validity of the items because it depends on the face-scanning of items. Therefore, there ought to be a statistical analysis of the scale items to find out the availability of the scale in addition to the fact that statistical analysis forms an integral factor in constructing all psychological tests so as to keep the good items.

Furthermore, the researchers delineated the two styles of extreme groups and intrinsic agreement to analyze the scale items as follows:

The Style of Two Extreme Groups:

The researchers implemented the style of two extreme groups in measuring the discriminatory force of the items after data processing via the SPSS to find out the individual differences between the members regarding the measured property and to distinguish between those who achieve high scores and those who get low scores among the study sample of (70) players. The overall mark for each form is first specified and then put in descending arrangement from the top to the lowest score, next the researchers selected 50% of the high score forms and 50% of those who got the lowest scores, and, therefore, the total number of players in each group was (35).

After that, the T-test is used in order to count the discriminatory coefficient of each of the 15 items. The statistically significant T-value is considered an indicator to distinguish the items and it ranged from (38.147-74.212). When comparing it with the tabular t-value on the level of (0.05) and freedom degree of (68) which reached to (1.96), the items were distinctive under this level as shown in table (2).

Table (2) show mean ,standard deviation and measured high and low group

No.	High Group N=86		Low Group N=86		T-value	
	Mean	Standard deviation	Mean	Standard Deviation	Measured	Error Ratio
1	4.045	0.706	1.071	0.259	41.850	0.001
2	5.000	0.000	2.188	0.704	42.071	0.000
3	4.198	0.698	1.000	0.000	48.470	0.002
4	4.964	0.187	1.973	0.650	46.587	0.001
5	4.775	0.420	1.866	0.637	40.244	0.000
6	5.000	0.000	2.232	0.684	42.619	0.003
7	4.342	0.477	1.000	0.000	74.212	0.001
8	4.865	0.343	2.152	0.647	39.076	0.001
9	4.477	0.502	1.232	0.424	52.180	0.001
10	4.342	0.477	1.357	0.481	46.533	0.001
11	4.423	0.549	1.089	0.286	56.965	0.000
12	4.045	0.353	2.089	0.679	38.147	0.000

13	5.000	0.500	1.304	0.462	50.375	0.000
14	4.198	0.000	2.143	0.721	41.745	0.000
15	4.964	0.784	1.000	0.000	39.749	0.000

3. INTRINSIC AGREEMENT COEFFICIENT:

Intrinsic agreement coefficient is used to identify the agreement between items in their measuring of the behavioral phenomenon (Sami Mohammed Milhim, 2000: 65). The intrinsic agreement coefficient is the correlation coefficient between the score of each item and the total score of the scale as an internal norm. Through using Pearson simple correlation coefficient to figure out the associative relation between the scores of the sample members, it is found that correlation degrees ranged from (0.645-0.400). Upon comparing them with associative tabular values on the level of (0.05) as a criterion to eliminate the statistically non-significant items, yet the comparison proved that all the items are statistically significant as shown in table (3).

Table (3) shows the intrinsic agreement of the scale items:

No.	Correlation Coefficient	Signification
1	0.463	Significant
2	0.400	Significant
3	0.450	Significant
4	0.498	Significant
5	0.483	Significant
6	0.533	Significant
7	0.391	Significant
8	0.437	Significant
9	0.605	Significant
10	0.546	Significant
11	0.531	Significant
12	0.402	Significant
13	0.413	Significant
14	0.506	Significant
15	0.645	Significant

1. Cronbach's Alpha

Alpha affords us with good estimation of stability in most cases and the intrinsic agreement coefficient is counted as alpha coefficient considered as the extent of measuring the same thing by the items in scale and if all items do actually measure the same property then they should be related with each other. Such type of stability is called intrinsic harmony (Al-Shmmari, Mohammed Soud, 2000:117). The value of Cronbach's alpha was (0.92) which signifies high stability coefficient that can be trusted to estimate the stability of the test.

Table (4) The Personal-Emotional Compatibility Scale in its Final Form

No.	Items	Strongly Agree	Agree	Agree Sometimes	Disagree	Strongly Disagree
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1	I feel satisfied about myself despite lesson difficulties and competition with colleagues					
2	I am not aggrieved in class					
3	I depend on myself in meeting my sport requirements					
4	I feel irritated when coach criticizes me in front of other players					
5	I can control my nerves during playing					
6	I am an excellent player and productive in lesson					
7	I speak proudly of my achievements when talking with other players					
8	It is easy to get my feelings hurt by competitors in other groups					
9	When the teacher stimulates me I feel more inclined to win					
10	My performance in competition is better than in training					
11	My performance greatly heightens when I play in the name of my group					
12	My hope is great in all that I wish during competition					
13	I feel lonely even when with my mates in the field					
14	I feel self-confident during training and playing					
15	I like assisting my mates in class					

Scale Correction Method:

The scale is corrected by giving a mark for each response from the athlete and for each of the 15 items, then these marks will be summed to find the total score for each form. These forms were corrected after marks are given to the response concerning the positive and negative items about the concept of alienation among athletes for one of the alternatives as follows and as is shown in table (5).

Table (5) shows the estimation scale along with marks of positive and negative items:

No.	Alternatives	Positive Items	Negative Items
1	Strongly Agree	5	1
2	Agree	4	2
3	Agree Sometimes	3	3
4	Disagree	2	4
5	Strongly Disagree	1	5

Moreover, so as to figure out the total mark of the scale, scores gained by the tested are summed after answering the (15) items. The highest score that could be achieved is (75) marks and the lowest is (15). While the neutral marks is (45) which can be

achieved via collecting the marks in the estimation scale (1, 2, 3, 4, 5) then dividing them on (5) alternatives and next to multiply them by the number of items that are (15). Thus we gain the neutral mark.

Skill Tests

1. The zigzag run test with ball (rolling) among (5) poles back and forth.
2. The passing test towards small target (10 meters) away.
3. The Scoring test towards a target which is divided into numbered squares from both sides (average).

The Main Experiment

After executing the pilot study and viewing the elapsed time, the researchers made the experiment on (40) players in the span of two successive days (27-28/11/2015).

Exposing, analyzing and discussing the results:

Revealing the Results of the athletic Psychological-Personal-Emotional Compatibility and some Basic Football Skills and analyzing them:

Table (6) the Mean, the Median, the Standard Deviation, the athletic Psychological-Personal-Emotional Compatibility and some Basic Football Skills:

No.	Variables	Measure Unit	Mean	Median	Standard Deviation	Torsion Coefficient
1	Personal-Emotional Compatibility	Mark	86.214	86	8.798	0.07
2	Zigzag Run	Second	8.615	9	2.615	0.44-
3	Passing	Mark	5.244	5	1.728	0.42
4	Scoring	Mark	22.325	23	4.675	0.43-

According to table (6) it is crystal clear that:

In the above table a statistical description of the study variables is done. As all variables in the above shown table are naturally represented in terms of Gauss Triangle, which is one of the harmony indicators of the study sample, the torsion coefficient values ranged between (1±) which is a good and normal indicator.

Discussing the Results of the athletic Psychological-Personal-Emotional Compatibility and some Basic Futsal Skills:

Table (7) The Correlation Coefficient, the Error Ratio in the athletic Psychological-Personal-Emotional Compatibility and some Basic Futsal Skills

Statistical Processes	Variables	Dribbling	Passing	Scoring
Correlation Coefficient	Personal- Emotional Compatibility	.28*	.34*	.30*
Error Ratio		.049	.046	.041
	Sample	40	40	40

According to table (7), it is clear that:

There is a significant associative relation between the personal-emotional compatibility and the skills delineated in this paper via the before mentioned error ratio which was below the signification level of (0.05) which indicates the signification relation. As for the correlation direction, all results show that the relation between the variables is a direct one in the positive direction between the psychological-emotional-personal compatibility and the basic skills under study. They imply that the increase in the precision

degree of skill performance will in turn lead to an increase in the level of psychological-emotional-personal compatibility or vice versa. To put in plain English, the increase in the precision of skill performance means that there is an improvement in the level of personal-emotional compatibility. Because this skill deals with the opponent competitor not with the mate, therefore, this requires a higher level of response than the skill which is dealing with the mate which has also led to the appearance of this significant relation.

Furthermore, the personal-emotional compatibility is embodied in specifying the response type and nature in concordance with the requirements of the situation and permits the adoption of the response in a suitable way leading to a state of compatibility with the training environment or session and the positive participation in its activity, and in the same time leads to a state of satisfaction (Omar bin Nasser, 2008: 18).

As regarding the skill of passing, the need to the requirements of the psychological-personal-emotional compatibility come from the player's knowledge of his opponent's position and attempting to locate the ball in the correct places in addition to psychological impact for if he does not have a psychological-emotional compatibility which is coming from the distance and the requirement of needed power to pass the ball in the correct direction with the natural power without being influenced by the opponent. The psychological-personal-emotional compatibility is considered of the factors effecting the nature of performance, adaptability and achievement of aims in harmony with the power to know the abilities and potentials of the individual along with his interaction with the various physical, skillful, cognitive and planning sides in concordance with the behavior of the individual, activity and level of performance (Ali Abdul Hasan & Hussein Abdul Zahra, 2011:177).

4. CONCLUSION

The level of sample members in all three basic skills is medium while the level of psychological-personal-emotional compatibility is good among the sample members. Any improvement in the level of psychological-personal-emotional compatibility will result in a development in the skill level and vice versa. Furthermore, this encourages other researchers to work on similar studies dealing with other skills, other sports and different samples in various study levels even in terms of the gender of learners as well as paying due attention to the psychological side in training sessions so as to find out the suitable tools to develop these properties and to work on developing the level of educational programs via various methods and approaches to achieve a better evaluation.

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