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Psychological needs and their relationship to football scoring accuracy among students of the faculty of physical education and sports sciences

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Abstract

The study aimed to identify the effect of psychological needs and its relationship to the accuracy of football scoring among students of the fourth stage, evening study, College of Physical Education and Sports Sciences, Al-Mustansiriya University. It is positively related to the need for recognition and prestige, meaning that the higher the score that the student sets for this component, the higher his score in scoring accuracy, and vice versa, with the exception of the need for control, as the correlation is negative. Psychological needs of the students.

Keywords: Psychological needs, level of performance, premier league

1. Introduction

Sports psychology is an important science in achieving excellence in the sports field because it works on investing and employing the principles, theories and applications required by this science to improve the physical, skillful, tactical and psychological ability of players.

It is one of the important rules in the training process, and without it, it is difficult to achieve an integrated level of achievement. Good performance is not a guarantee of achieving victory. Rather, there are several factors that control obtaining superiority in the match, including the level of competition, the surrounding conditions and the audience, as well as the motivation to win, and all of these factors will affect significantly Great on all results and help in defeating the opposing team, as these factors cannot be controlled, and they fall under the light of the psychological aspect.

While we see that the other aspects, represented by the physical, skillful and tactical side, can be controlled through good training based on modern scientific foundations, and we often hear that a team with modest physical, skill and tactical capabilities, but it has a high psychological aspect, has outperformed a team stronger than it, and this is due to the ideal psychological preparation. Which would achieve a prestigious sporting achievement.

Psychological needs are among the most important aspects facing players in the current era full of complexities and requirements. As it is known, any deficiency in any of these needs must have a negative impact on the player and the level of his physical and skillful performance, because this deficiency increases the state of tension or frustration that only ends. By satisfying those needs and reaching a state of psychological balance.

Hence, the importance of the research is evident in the attempt to shed light on the nature of the relationship between two important variables, the first is related to the psychological aspect represented by the psychological needs of the players, while the other variable is related to the accuracy of scoring, which is one of the most important parts of offensive play, but rather one of the most important basics of the game of football at all. Scoring is one of the skills that it is necessary for every soccer player to master, based on the hypothesis that the psychological needs of the players affect, in terms of satisfying or not satisfying them, negatively or positively, the accuracy of the scoring, in addition to that the study of this relationship comes in the field of the football game, which is the game. The most credit of excitement and suspense and practitioners of the game compared to other games.

1.1 Research problem

The research problem lies in answering the following question:

Does the psychological needs (tension, frustration, and psychological instability) affect the level of concentration of the player and the accuracy of scoring among the students of Al-Mustansiriya University, College of Physical Education and Sports Sciences (fourth stage), evening study?

1.2 Research objectives

Identifying the effect of psychological needs and its relationship to the accuracy of football scoring among students of the Faculty of Physical Education and Sports Sciences (fourth stage), evening study.

1.3 Imposing research

There is a statistically significant correlation between the arithmetic means of psychological needs and the arithmetic means of the accuracy of football scoring among students of the College of Physical Education and Sports Sciences (fourth stage), evening study.

1.4 Research areas

1. The human field: students of Al-Mustansiriya University _ College of Physical Education and Sports Sciences (fourth stage), evening study.
2. Time range: 6/12/2015 to 12/4/2016
3. Spatial field: Al-Mustansiriya University stadiums - College of Physical Education and Sports Sciences.

1.5 Defining Terms

Need: It is a state of deficiency and want associated with a certain type of tension, and the need or deficiency is filled with the disappearance of tension. Some researchers in psychology indicated that this deficiency may be physiological (such as the need for warmth) or it may be psychological (As the need for achievement) ^[1].

Psychological needs: Rutter defines them as "a group of functionally related behavioral patterns that lead to obtaining the same instincts" ^[2].

2. Research methodology and field procedures

2.1 Research Methodology

In line with the nature of the research and in order to achieve its objectives, the researcher used the descriptive approach that aims to collect data to try to test hypotheses or answer questions related to the current or present situation of the members of the research sample.

If the descriptive approach is used in relational relations, because it is concerned with revealing the relationship between two or more variables to find out the extent of the correlation between these variables and to express them in a numerical way.

2.2 Research community and sample

The research community was intentionally chosen, as it ^[3] was represented by the students of Al-Mustansiriya

University, College of Physical Education and Sports Sciences _ fourth stage evening study for the academic year (2015-2016), and as shown in Table (1).

Table 1: Shows the main study sample

T	DiV	Study	Number
1	Div A	Evening study	29
2	Div B	Evening study	25
Total			54

As for the research sample, it was chosen randomly from the research community, as it was represented by the students of the fourth stage, the evening study, whose number was (54) students. (4) students were excluded because they did not want to represent the sample, so the research sample became (50).

2.3 Research tools used

The following tools were used:

- Personal interviews.
- Note.
- Scale components of psychological needs (*).
- Practical tests for football scoring accuracy (**).
- Auxiliary work team (***)
- Measuring tape (Fitah).
- White powder (Purke).
- Colored ribbons.
- legal soccer balls number (8)
- Two (2) Casio stopwatches.
- Electronic calculator.
- Arabic and foreign sources and references.
- Statistical means.

2.4 Field research procedures

2.4.1 Procedures for preparing the psychological needs

scale: After looking at the measures of psychological needs, including the personal preference scale (Edwards), which measures fifteen of the needs mentioned by Murray, which was applied by Sana ^[4] and the scale (Hassan Ali, 1999) ^[5], which was based on the Roter scale of needs. Adopting the latter as a tool for his study because it is mainly prepared for the Iraqi environment and more modern, in addition to the fact that it was based on Rutter's theory, which is the same one that the researcher adopts. Since this scale was prepared mainly for university students and for the purpose of making it suitable for the mathematical field, the paragraphs of the scale were presented to a group of experts and specialists to indicate the validity of the items of the scale in line with the nature of the mathematical field and to take their views on adding or modifying any of the paragraphs of the scale, as the scale consists of four dimensions (the possibility of need, which measures reality, and the value of need, which measures wish or preference and freedom of movement that measures expectation) and these dimensions represent sub-

¹ Muhammad Hassan Allawi: An Introduction to Psychology, Dar Al-Kutub for Publishing, Egypt, Cairo, 1998, pg. 212.

² Engler: B. Personality theories, Boston, Houghton mifflin company, 1985, P:417.

³ Muhammad Sami Melhem: Research Methods in Education and Psychology, Dar Al-Maysara for Publishing, Amman, 2000, p. 40.

⁴ Sanaa Abdel-Karim Al-Kawaz: Psychological needs of middle school students in Baghdad, master's thesis, College of Education, University of Baghdad, 1986.

⁵ Hassan Ali Fadel: Psychological needs and their relationship to psychological compatibility among students of the University of Kufa, master's thesis, College of Arts, Al-Mustansiriya University, 1999.

scales for each of the five needs included in the scale, which are (The need for status, the need for love, the need for independence, the need for control, and the need for physical comfort). Five needs, with (15) items for each need.

2.4.2 Preparing the scale instructions

In order to complete the image of the scale and its application to the research sample, the instructions for the scale were prepared. The instructions specified the method of answering the paragraphs of the scale and the emphasis on not mentioning the name, and that the students' answers to the paragraphs of the scale are used for the purposes of scientific research only.

As Wylie asserted, "overcoming the factor of desirability (social desirability) is done by reassuring respondents of the confidentiality of their responses"^[6]. In addition, the students were asked to answer accurately, and not to leave any paragraph unanswered in order to reach objective results. It also included an example of how to answer the items of the scale.

2.4.3 Exploratory experience of the scale

The aim of the exploratory experiment is to "ensure the clarity of the scale's instructions and paragraphs for the students and to identify the time taken for their answers and the difficulties that the researcher encounters". And work on addressing it in line with the nature of the research, as the exploratory experiment was conducted on Sunday 21/2/2016 on a sample of students from the Faculty of Physical Education and Sports Sciences, Al-Mustansiriya University, the morning study, which numbered (10) students.

The survey experiment revealed the following:

- The test items and instructions are clear to all students.
- The average response time ranges between (18-22) minutes.

2.4.4 The main experience

During which the questionnaire for the items of the scale was distributed to the main research sample (referred to previously) for the purpose of analyzing its items statistically, and the scale was applied to the preparation sample of (50) players for the period from 23/2/2016 to 12/4/2016.

2.4.4.1 Revealing the objectivity of the response

For the purpose of revealing the objectivity of the response, (5) paragraphs were repeated within the psychological needs components scale, with one paragraph for each of the five needs included in the scales, which are paragraphs (12, 23, 35, 46, 57), respectively.

2.4.4.2. Calculating the degree of objectivity in the response

Achieving complete objectivity in the response is in the event that there is no difference between the student's answers to the five basic paragraphs with his answers to the

five repeated paragraphs, and thus the degree of bias is (Zero).

As for the highest degree of bias, it is when the student's answers to these paragraphs are completely different. As one student's form was excluded because his answers were radically different for each of the paragraphs.

2.4.5 Procedures for preparing the football scoring accuracy test

In order to obtain a football scoring accuracy test, three tests were presented to experts (*) and specialists in the field of the game to choose the most valid and accurate one in achieving the goal of the test.

The test was chosen, which was agreed upon by (4) experts out of (5) from the opinions of experts and specialists, bearing in mind that each player performs three attempts in order to give a real indication of the test, and this is what the experts and specialists agreed upon. Below is a description of the test.

- **Name of the test:** Accuracy of football scoring.
- **The goal of the test:** Measuring the accuracy of football scoring.

The necessary tools

- **Football yard:** A football goal divided into four sections, each square measuring (80) cm.
- 10 soccer balls.
- Measuring tape (Vita).
- Sling to split the target.
- White powder (Bork) to determine the targeting distance and ranges from (14-16) meters.

Test instructions

- (10) soccer balls are placed in different places on a line and inside the penalty area, where the player shoots at the marked areas in the test, according to their importance and difficulty, in sequence, one after the other, provided that the test is performed from the running position.
- The test starts from ball number (1) and ends in ball number (10)^[7].

The attempt is not considered valid if any of the four targets on each side is not hit.

Registration method

The number of injuries that enter or touch the sides of the four targets specified in each side of the goals and with any of the feet is calculated so that the scores of each of the ten balls are calculated as follows.

- (3) Scores when scoring in field No. (3)
- (2) Two marks for scoring in field No. (2)
- (1) One point when scoring in field No. (1)
- (0) zero in the remaining areas of the other objectives.

⁶ Salah El-Din Mahmoud Allam: Contemporary Developments in Psychological and Educational Measurement, Kuwait University, Kuwait, 1986, p. 44.

⁷ Wajih Mahjoub: Scientific Research Methods and Approaches, Dar Al-Kutub for Printing and Publishing, Mosul, 1988, p. 187.

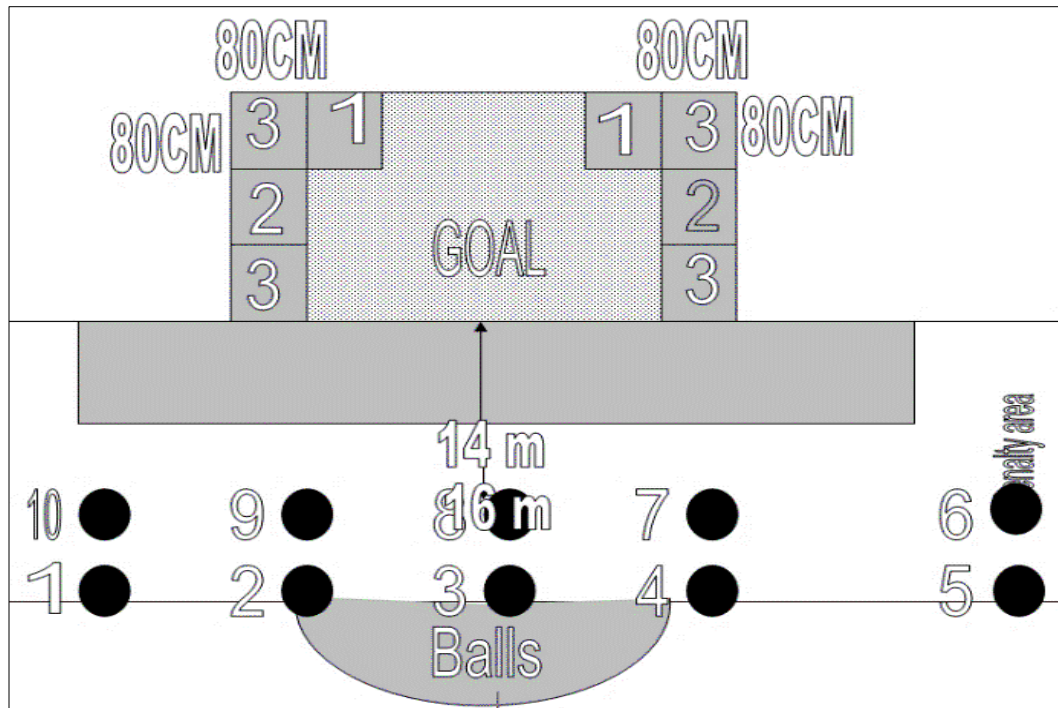


Fig 3: The test of the accuracy of scoring from the stability of football

Thus ^[8], the highest score obtained by the player through three attempts is (90) degrees, and the lowest score is (zero), and according to that, the hypothetical mean is (45) degrees.

2.4.6 Final application

After the research tools were prepared and the specific tests for scoring were set up, the test was first implemented by distributing the questionnaire form (the scale) components of psychological needs, and then the test related to the accuracy of football scoring was implemented on the basic research sample on Tuesday and Wednesday corresponding to 23-24/2/2016 and for all Students.

2.5 Statistical means

The researcher used the statistical package (SPSS) to process the data and extract the results.

3. Presentation and discussion of the results

In order to give a clear and comprehensive picture of the research results, the researcher presented, analyzed and discussed the results on the basis of the research objectives, which are as follows:

Identifying the level of the components of psychological needs and its relationship to the accuracy of football scoring among the students of the fourth stage, evening study, College of Physical Education and Sports Sciences - Al-Mustansiriya University.

Table (2) shows that the relationship between the components (possibility of need, value of need, freedom of movement, and accuracy of football scoring) was positive and insignificant with regard to the need for recognition, and negative and insignificant with regard to the needs (love, affection, independence, and physical comfort) because its calculated value is less than the critical value (0.296) at the level of significance (0.05), while the relationship was negative and statistically significant with regard to the need

for control, since this harmony in the nature of the relationship (in terms of being positive or negative) between the three components and the accuracy of targeting and at the level of each need is consistent with the basic perceptions that I put forward Rotter's theory, which states that the possibility of performing a behavior that leads to the realization or satisfaction of a specific need is determined by two variables: the individual's expectation (freedom of movement) that this behavior will lead to the actual realization or satisfaction of that need, and the second variable is (the value of the need) resulting from that behavior, so the possibility Behavior is higher when the expectation and the value of reinforcement are high or when one of them is high and the other is ill than if they were low ^[9]. This is on the one hand, and on the other hand, the fact that the significance of the correlation between the three components (the possibility of need, the value of need and freedom of movement) and the need for control and this This means that the behavioral patterns that satisfy this need, as well as those that students prefer and expect to be satisfied to a greater degree, are inversely related to the accuracy of scoring, and this result seems logical, given that the predominance of the individual tendency over the collective style would affect the student's energies and focus, and thus affect his performance in general and the accuracy of scoring. In particular, and according to the result reached, there is agreement between this point that the students set for themselves and the accuracy of scoring, meaning that the accuracy of scoring increases or decreases according to the increase or decrease in the lower level of the goal that the student sets, while we find that the issue becomes opposite with regard to With the need for control, that is, an increase in the minimum target level in this need is accompanied by a decrease in targeting accuracy, and vice versa.

⁸ Zuhair Qassem al-Khashab and others: football, 2nd edition, Dar al-Kutub, Baghdad, 1999, pp. 214-215.

⁹ George Gazadao Yamuna and others: learning theories (a comparative study), a previously mentioned source, 1986, p. 231.

Table 2: It shows the values of the correlation coefficients and their statistical significance for the relationship between the components of psychological needs with the accuracy of football scoring

Component name	Need name	Correlation coefficient value	Significance of differences
Possibility of need (Reality)	Recognition and status	0.048	non
	Love and affection	-0.178	non
	the control	0.387	0.01
	independence	0.172	non
	Physical comfort	-0.02	non
Need value (Wish and preference)	Recognition and status	0.081	non
	Love and affection	-0.057	non
	the control	0.364	0.05
	independence	0.110	non
	Physical comfort	-0.147	non
Freedom of movement (Expectation)	Recognition and status	0.084	non
	Love and affection	-0.241	non
	the control	-0.371	0.05
	independence	-0.163	non
	Physical comfort	-0.165	non

4. Conclusions and recommendations

4.1. Conclusions

1. The most satisfying behavioral patterns among students are those related to the needs (recognition, status, love, affection and independence), while the least satisfying behavioral patterns are related to the need for control and the need for physical comfort.
2. The most preferred behavioral patterns among students are those that fulfill the needs of (recognition, status, love, affection, independence and physical comfort), while the behavioral patterns that achieve the need for control are less preferred compared to other needs.
3. The students' expectations for satisfying the needs (recognition, status, love, affection, and physical comfort) were high, while they were not at the same level with regard to the need for control and low for the need for independence.
4. There is harmony in the nature of the relationship between the three components of psychological needs (the possibility of need, the value of need and freedom of movement) and the accuracy of targeting at the level of each need, and this is consistent with the perceptions of Rotor's theory.
5. The accuracy of scoring is positively related to the need for recognition and prestige, meaning that the higher the score that the student places for this component, the higher his score in scoring accuracy, and vice versa.
6. The accuracy of scoring is positively related to all needs except for the need for control, when the correlation is negative.
7. The need for control and all its components is negatively related to the accuracy of targeting. The higher the degree of this need with its four components, the lower the accuracy of targeting, and vice versa is also true.

4.2 Recommendations

1. Paying attention to the psychological preparation of the students of the Faculty of Physical Education and Sports Sciences in a way that helps them achieve stability and psychological and social compatibility by identifying their different needs and trying to fill the deficiency that they may suffer from.
2. The football game is a team game that needs everyone's efforts to achieve the best results, so it is necessary to

focus on students taking into account their psychological needs and working to achieve them in a manner consistent with the nature of those needs.

3. That the focus in the training and learning processes is not limited to the aspects of physical fitness and skills only, without paying attention to the psychological aspects and the needs of the students.

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