

PSYCHOLOGICAL HESITATION AND ITS RELATIONSHIP TO SOME OFFENSIVE SKILLS (TACTICAL ASPECT) AMONG YOUTH PLAYERS UNDER (19) YEARS OF AGE IN FOOTBALL

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Abstract

The study aimed to identify the relationship between psychological hesitation and some offensive skills (tactical aspect) among youth players under 19 years of age in football, and it can be used to develop the psychological aspect of players. Coaches, researchers, and teaching staff should take this into consideration, considering the psychological aspect is very important for players. As well as diagnosing unsporting habits and behavior within society and sports stadiums, in addition to the information this research provides in sports psychology, in addition to its problem, which was revealed in the presence of undesirable behaviors represented by psychological hesitation among players, and the reason for which is due to the presence of psychological obstacles among these players. It is the basis of the research problem, so the researchers wanted to study the relationship between psychological hesitation and some offensive skills (tactical aspect) among youth football players under (19) years old. The researchers hypothesized that there are statistically significant differences in the level of psychological hesitation and a correlation between psychological hesitation and some offensive skills (handling and scoring skills) among youth football players under (19) years old.

The researchers reviewed sources related to psychological hesitation, handling skills, and scoring. The researchers used the descriptive approach in the style of a survey study, and the correlational relationship to suit the nature of the research, while the sample included youth players under (19) years of age in football for the season (2022/2023). The sample was randomly selected, amounting to (50) players, and their grades were calculated and special tests were applied to them (Handling and scoring skill) by the team coach and its data was processed through the use of the statistical package and through the presentation, analysis and discussion of the research results, the following conclusions were reached. First, the correlation between psychological hesitation and some offensive skills was determined, and the results showed that psychological hesitation has a strong relationship with (Handling and scoring skills. With low levels of psychological hesitation among youth players under 19 years of age in football. The researchers recommended taking advantage of the current scale as an objective tool for researchers and the possibility of using it in research and studies and revealing the relationship of psychological frequency to some other psychological variables.

Keywords (psychological hesitation, skills, tactical aspect, football)

Introduction

The human being represents the most important tool of production, the most important element in the system, and the true pillar on which the institution relies. It is the source of thought and development, and therefore institutions work to employ good and qualified workers and ensure that they are trained and acquire various skills, in order to raise their efficiency and ability to perform and work to arouse their desires and direct them in the direction that achieves the desired and desired performance. In order for the athlete to perform the duties assigned to him, he must He enjoys good and sound psychological health, free of disorders that may negatively affect his giving. (Fadel&Kadem, 2021) and (JawadKadhim, M., &Mahmood, 2023)Looking at everything related to sports, and what is meant by it is the various sciences that make practical use of the sporting aspect in a wonderful way. Among the most important of this wonderful bunch of sciences is psychology (Mahmood et al., 2023), that creative science that has been able to contain many obstacles and problems. What athletes have faced and are facing is that the human soul, no matter how strong and solid it is, must have transparency and flexibility in it, and this is what distinguishes it from the rest of the creatures by the sophistication and status of the mind that influences and is affected by everything that surrounds it. (Moayed, A., Moayed, G., &Jawad, 2019) The stimuli that are not present in any sporting event must have an effect, even if it is a small percentage, but changes do occur and there may be unexpected responses among athletes, even if this athlete has He has reached the highest levels of psychological and mental preparation, and despite his habit of facing competitions, he must have influence, which is a double-edged sword, as it may have a positive effect by pushing athletes to outstanding performance and improving the result (Mondher, H. A., &Khalaf, 2023). Since sports psychology is an important part of the culture of any athlete, whether he is a coach, teacher, player, or student, it must be an essential part of education and training, and rather it must be an essential part in the numbers of coaches and players (Kharibet, 1988, p. 5). (JawadKadhim, M., & Salman Ahmed, 2016) Hence, it becomes clear to us the importance of sports psychology in maintaining a high level of sports achievement and increasing people's interest in practicing sports activity. (Hantush, 1987, p. 11) and (Jawad, M., &JabbarShinen, 2016)The mission of sports psychology is to help the coach understand and solve the problems faced in the training process and to help the athletes he works with at various levels (Al-Taleb, 1976, p. 42) and (Tawfeq, A., & Jalal, 2023)The game of football is one of the sports loved by young and old, men and women alike, as everything about it is fun and exciting. That is, the secret, pleasure, and beauty of football (Ali, H., &Qasim, 2023) is the physical, skill, and tactical skills that it displays. The player during competition, or could it be a sport in which competition takes place according to unified rules and laws that are easy to understand and apply all over the world (Easa et al., 2022). Due to the popularity of this game, competition in it has increased and competitions have increased as long as there are talented and distinguished people in the game who display wonderful images of perfect performance and the fine art of executing plans, thus creating a high atmosphere of competition. Despite this and that, there remain some negatives because everything is relative and there is nothing absolute and the degree of perfection remains. Varies

between players in teams and levels, and this depends on the level of capabilities and technology that each country possesses (Yousif, T. A., Almogami, A. H. B., &Khadim, 2023). Despite all the developments that countries provide to coaches and players, through which it is possible to control many variables and expected influences in competitions or in training, the psychological aspect remains one of the aspects that cannot be controlled and refined in an integrated manner for the purpose of withstanding the changing and unexpected circumstances (Alfadly). &Thamer, 2023). Many professional players faced situations in which they disappeared, and the evidence for this is the penalty kicks in which the best players failed. This is due to psychological cases and reasons that may include psychological hesitation, which may be considered one of the most important reasons to which some cases of failure in performance (inside the match and achieving achievement) may be attributed. Therefore, the issue of psychological preparation has become one of the very important matters on which training programs focus, and the conflict has become taking place in the psychological field in training programs. Hence the importance of research in studying one of these psychological aspects (M.A. Student. Abdullah Jamal Sakran, 2023), which is hesitation. Psychology among youth players under (19) years of age in football, which has not been addressed greatly in the field of research and studies. The researchers decided to conduct this study to enhance the field of psychology. The problem of the research came about through the researchers' observation that they are faculty members for the subject of psychology. And football, and also through their observation of players in general and the youth group in particular, it was found that there is hesitation in performance and in decision-making (Zaidam, M., & Hamid, 2019), and this is a psychological factor that is very influential in the player's psychology, which provided the researchers with an opportunity to study the problem. Because of its significant impact on the level of athletic performance or achievement. Among youth football players under (19) years old, so the researchers decided that this problem should be the basis of the research. The aim of the research is to identify the level of psychological hesitation and the relationship between the level of psychological hesitation and some offensive skills among youth players under (19) years old in football. Psychological hesitation (a psychological characteristic that affects the athlete at certain times and not at others, and there are many factors that help or reduce its appearance, such as boredom, knowing the goal, thinking...etc.). (Al-Talib, 1993, p. 29) and (Shukr&Obaid, 2020)

Method and tools

The researchers determined the method and sample. The researchers used the descriptive approach (Kharibet, 1988). The sample was chosen from youth football players under (19) years old. For the season (2022/2023 The sample was randomly selected from (50) youth soccer players under (19) years of age, and their grades were calculated as described above, and tests for (handling and scoring skill) were applied to them by the soccer coach. To achieve the objectives of research into the psychological hesitation of youth players under (19) years of age in football for the sports season (2022/2023). The researcher followed the following: measuring psychological frequency, based on the psychological frequency scale, which includes (50) items and is approved by researchers and experts specialized in (sports psychology), football, and

others. The scale was formulated to serve the game of football, and the questionnaire items were fixed, as shown in Appendix (1), and it was presented to a number of specialized experts. To demonstrate the extent of its compatibility or suitability for the sample and football, they showed that the agreement rate was 100%, and accordingly, the psychological frequency scale for the football game was established. Where the scale is described. (Hassan, 2016, p. 58) A complete description, as the scale included (50) items, including positive items and negative items for psychological hesitation. The scale included five aspects, as follows (educational, physical, motivation, self-confidence, morale. As shown in Table (1)

Table (1)Explains the axes of the psychological frequency scale

the total	Negative paragraphs	Positive paragraphs	Aspects	No
11	3	8	Educational	1
9	3	6	Physical	2
12	5	7	Motivation	3
11	2	9	Self confidence	4
8	1	7	Morale	5
51	the total			

The following grades (1, 2, 3, 4, 5) were given respectively for the items (applies to completely, applies to sometimes, does not apply to, does not apply to completely). Thus, the highest value that the laboratory can obtain is (250) degrees, while the lowest value is (50) degrees. The researchers measured some offensive skills, and (handling and scoring skills) in football were chosen. The skill performance was measured by the team coach by giving two attempts to each player, and the best attempt was counted as a score (5) for each attempt. The researchers used (handling and scoring skill test), as in Appendix (3).

The researchers used a set of methods to achieve the research objectives in collecting data and means to assist in carrying out the work (Arabic sources, the International Information Network (the Internet), a questionnaire to measure (psychological frequency), a football field, and soccer balls. The researchers used statistical methods. (Al-Jabbar, 1988, p. 61) Using the SPSS program to extract the arithmetic mean and standard deviation and extract the simple correlation coefficient (Pearson).

Results

In order to achieve the research objectives and know what was achieved from the research hypothesis, after collecting the data and then processing the statistics, they appeared according to the following statistical **Tables**

Table (2)Determine the correlation between the areas of psychological frequency and the total score of the scale

Correlation	Domains	No
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coefficient		
0,85	Educational	1
0.87	Physical	2
0,80	Motivation	3
0,95	Self confidence	4
0,82	Morale	5

From Table (2), which shows the correlation coefficients for the two domains of psychological frequency and the total score of the scale, it was found that the correlation coefficient for the educational domain was (0.85), while for the physical domain the correlation coefficient was (0.87), while the correlation coefficient for the domain was (0.87). Motivation (0.80), as well as the correlation coefficient for the field of self-confidence, it reached (0.95), and finally, morale, the correlation coefficient reached (0,82).

Table (3)Explains the relationship between psychological hesitation and scoring skill

Class	variable	No
0,45	Psychological hesitation and (handling and scoring skills).	1-

From Table (3), which shows the relationship between the psychological hesitation measure and (handling and scoring skill), the correlation coefficient reached (0.45). This means that there is a high moral correlation, and this means that psychological hesitation greatly affects (handling and scoring skill). This Therefore, it affects the outcome of the game. The player who has a high psychological frequency cannot tackle or aim at the goal due to lack of self-confidence and fear. And the relationship between the areas of psychological frequency and handling and scoring skills. (Abdulhassan et al., 2020)

Table (4)Explains the relationship between the areas of psychological frequency and (handling and scoring skills)

Correlation coefficient	Domains	No
0,30	Educational, handling and scoring skills	1
0,45	Physical, handling and scoring skills	2
0,25	Motivation, handling and scoring skills	3
0,30	Self-confidence, handling and scoring skills	4
0,25	Morale, handling and scoring skills	5

Table (4) relationship field of frequency and scoring the highest was reached

shows the between each psychological and (handling skill), where correlation between the

physical field and (handling and scoring skill), as the correlation coefficient reached (0.45). This indicates that the player who has physical fitness He has high physical qualities, especially agility and maneuverability. He can dribble and pass the ball well until it reaches the goal. (MuwafaqObayesKhudhair, 2013) As for the smallest correlation, it appeared between the field of motivation and (handling and scoring skill), as its correlation coefficient reached (0). ,25) As well as the field of morale, its correlation coefficient reached (0.25). As for both the educational field and the field of self-confidence, the correlation coefficient for them and (handling and scoring skill) reached 0.30 for each of them. (Dhahi et al., 2022) This means that the player who pays attention to the coach while explaining the skills and follows the correct instructions (handling and scoring skills) and good technique can perform the skill well and have high confidence to perform the skill. (Adas, 1995, p. 300) (Khudhair, 2022) This indicates that the player, after receiving the ball, must make the correct decision to perform the subsequent skills in a way that ensures the attacking player can act in solving the problems (playing situations) that he faces when the defending player is present, with the required speed and accuracy. In the absence of a defender, whether it is to perform scoring or handling. At the same time, this connection reflects an objective reality because (proficiency in the art of performance alone becomes useless in any competition if it is not linked to the ability to use it in any playing situation). (Mohammed, 1993, p. 391) and (Dhahi et al., 2022)

Conclusions

In light of the results obtained, the following was reached:

- The correlation between psychological hesitation and some offensive skills among youth players under 19 years of age in football was identified.
- The results showed that psychological hesitation has a strong relationship with (handling and scoring skill).
- The presence of low levels of psychological frequency.

Recommendations

Based on the conclusions reached by the researchers, they recommended the following:

- Focus on developing the psychological aspects of youth players under (19) years of age in football in terms of psychological frequency, as it contributes to raising the level of performance of the players.
- Developing some important aspects such as (morale, self-confidence, motivation) through training programs and educational guidance.
- Working to develop the skills of youth football players under (19) years old.
- The necessity of putting players through introductory courses on psychological hesitation and the extent of its impact on performance, training level, and athletic achievement.
- Providing a psychologist to monitor sports teams and pay attention to the psychological aspect.

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Appendix(1)

Psychological frequency scale

Doesn't apply tome completely	Do not apply to	Applies tosometimes	Apply to	Applies tocompletely	Paragraphs	No
					I hesitate whenI approach the target area.	-1
					I have enoughconfidence to perform the shot towards the target.	-2
					Knowing thepurpose of handling helps me perform well.	-3
					My pulse risesbefore the scoring performance.	-4
					I am a fighterwith my skill abilities To perform Handling and	-5

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					scoring.	
					I have previous experience that enables me to handle and score.	-6
					My body type causes me confusion before performing.	-7
					My full awareness of aiming at the target makes me hesitant to perform Scoring skill.	-8
					My willpower greatly affects my performance.	-9
					The availability of referees makes me hesitant about my performance for fear of making a mistake	-10
					The spirit of hope for good performance makes me hesitant to perform.	-11
					My poor physical preparation makes me hesitant to perform.	-12
					I feel very pessimistic about the moment of scoring.	-13
					My body's instability makes me anxious while scoring.	-14
					My poor performance in football causes me to hesitate to perform the scoring skill.	-15
					I hesitate to perform if I feel afraid of injury.	-16
					The teacher's guidance before the performance makes me reassured	-17
					Repeated failure causes me confusion and hesitation in	-18

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					performing and aiming.	
					My desire and love for studying football motivate me to perform well.	-19
					A large audience or spectators reduces my determination to perform Optimal.	-20
					My focus is distracted when I hear words that mean falling and getting injured while standing in front of the target.	-21
					The presence of the teacher makes me feel free when performing tackles and scoring.	-22
					My perception of the scoring stage motivates me to score.	-23
					I hesitate when I feel weak in the skill I want to perform.	-24
					When some people make fun of me, I hesitate to perform.	-25
					My sense of courage makes me able to perform with great skill.	-26
					My feeling of shyness causes me to have weak self-confidence, so I hesitate when performing.	-27
					My continuous and repeated attempts to score make me hesitate.	-28
					My feeling of fatigue and exhaustion makes me hesitant to perform.	-29
					I find it very difficult to perform.	-30

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					I have a high morale that makes me skilled at performing.	-31
					I hesitate when I am asked to compete with a strong competing team.	-32
					I hesitate when I am asked to participate in high-level tournaments.	-33
					My discomfort with some rules makes me hesitant to perform skills assigned to it.	-34
					My shyness is the reason I hesitate to practice performing well.	-35
					I hesitate to perform when I feel that I am not keeping up with training.	-36
					I do not hesitate when I am calm and psychologically stable.	-37
					I hesitate when I feel like a failure.	-38
					I feel hesitant to play the game when I do not get moral incentives.	-39
					I hesitate when I expect the level will not be at the desired level.	-40
					My personality is the reason for my hesitation.	-41
					The importance of competition makes me participate in it.	-42
					Being exposed to stress makes me hesitant to perform.	-43
					I don't care about the final	-44

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					performance result.	
					My feeling of boredom keeps me away from practicing sports.	-45
					When I am asked to make a certain decision, I am willing to make it.	-46
					My struggle does not make me hesitant to perform.	-47
					My shyness is the reason I hesitate to play football.	-48
					I am optimistic.	-49
					The weather conditions make me hesitant.	-50

Appendix (2)

It shows the names of the assistant work team and their place of work.

Workplace	Name and scientific title	T
College of Physical Education and Sports .Sciences/University of Baghdad	A.M.D. _ Imad Kazem Khalif	-1
College of Physical Education and Sports .Sciences/University of Baghdad	A.M.D. _ Ahmed Dhari Hani	-2
College of Physical Education and Sports .Sciences/University of Baghdad	M. Haider Talib	-3
College of Physical Education and Sports .Sciences/University of Baghdad	Faisal .millimeter student	-4

Appendix (3)

(Handling and scoring skill test)(2)

Test name: Wall handling (double bus) with scoring.

The goal of the test: speed and accuracy of handling and scoring performance.

Level: Young players.

Tools used: a football, a football field, a goal divided into several areas with a tape, a measuring tape, stopwatches, 1m-high signs, as a competitor of two, a poke, a whistle.

Description of the performance: The position of the coach, the player and the assistant coach is determined in a square with an area of 2 square metres, made of porcelain material, to receive and deliver the ball. A mark with a height of 1 meter is placed in the middle of the distance between the player and the coach and between the coach and the direction of the player who is 3 meters away. The goal is scored from outside the area. The penalty (penalty arc) from which the player is (5 meters) away. The test is carried out by one player, a coach, and an assistant coach. The timing begins when the player receives the ball from the coach, who is (3 meters) away, in position No. (1) and hands the ball directly to the assistant coach, who is further away. (5m) in position No. (2) for the side and quickly runs behind the marker to position No. (3) from which he hands the assistant coach, for a distance of (3m) and then aims directly at the divided goal after being handled by the assistant coach. Registration: (4 to 5) observers and scorers. Two marks are given to the player who receives and delivers the ball inside each square. One score is given to the player who receives and delivers at the line of each square. A score of zero is given to the player who receives and delivers the ball outside each square. The score the player obtains while scoring on the divided goal and in the event of touching the tape or post is given. The highest score is counted, and a score of zero outside the goal is counted. The total score for accuracy is (9). As for time, we take the performance time from receiving the ball until scoring and the ball crossing the goal line.

Test score: from (10) scores divided into (5) for accuracy and (5) for speed. The raw scores are converted into standard scores for accuracy + standard score for time = test score.