

THE EFFECTIVENESS OF A GROUP COUNSELING PROGRAM TO REDUCE PSYCHOLOGICAL DISORDERS AND IMPROVE SOME OFFENSIVE ABILITIES AND SKILLS AMONG VOLLEYBALL PLAYERS WITH SPECIAL NEEDS

Ahmed Tariq Badri, Duaa Muhammad Muslim, Prof. Dr. OrasNama Hassan

College of Physical Education and Sports Sciences, Al-Muthanna University, Ministry of Higher Education and Scientific Research, Iraq

Abstract

What distinguishes the game of volleyball from other sports is that it depends on mental abilities as much as it depends on physical abilities, and since most of the volleyball skills are consecutive and sequential, they require a high level of precision and performance, and therefore the goal came to identify the level of the psychological counseling program in learning Some of the basic offensive skills of players with special needs in volleyball. To achieve this goal, the researcher used the experimental method, while the research tools consisted of a research sample of players from Al-Daghara Club and Al-Kufa Club with special needs in volleyball, who numbered (20) players, divided into two equal groups, one of which was experimental in number. (10) and the other is a control group, numbering (10). After a series of field procedures represented by ensuring the validity of the tests that measure the variables under study, the researcher proceeded to conduct the main experiment and apply the tests. The researcher used appropriate statistical methods by using the statistical package (SPSS) to process the data and show the results. The researcher was able It has been concluded that guidance programs have a major role in learning and developing offensive motor skills, and that the use of encouraging words has a positive role in increasing the effectiveness of players' performance of offensive skills.

Introduction

Introduction And Importance Of Research

The building and progress of nations depends to a large extent on the development of human and other resources to the extent possible, and interest in them is increasing day after day without distinction, and the development and development of human potentials and development comes from the cornerstone upon which other resources are based in their

growth and development. This development and development comes from By taking care of the physical and skill capabilities and capacities of individuals to increase their participation and contribution to building society, and from this standpoint, developed countries have taken an interest in a directive attempt to give equal opportunities to individuals with limited mobility to exercise and enter into competitions with their healthy peers, and the game of volleyball for people with special needs is one of them. It is one of the sports for disabled players, which most countries in the world seek to develop continuously in order to reach the highest levels, just like other sports. The game of volleyball for the disabled is a movement sport that brings a great deal of functional and psychological benefit to those who practice it, as the body's systems participate in its efforts. All of them, especially the nervous muscular system and the respiratory circulatory system, and in addition to skill, nervous and muscular coordination, speed and flexibility, comes endurance, in addition to what this sport needs of teamwork. The development of the level of preparation of players in all physical and skill aspects in any game is linked to programming and correct planning of the training curricula, and therefore this fact It leads us to conduct more tests on a regular basis in order to obtain accurate information about the team, the results of which we are able to invest in for the purpose of governance, evaluation and guidance in an organized manner. The science of psychological counseling, along with the science of sports training and sports science, is considered an integrated unit. Likewise, psychological disorder tendencies can Changing and modifying them by getting rid of some of them and replacing them with new trends that are consistent with behavioral patterns. This is because the player grows, his mental energies grow, and he acquires new trends. He may modify some of his old trends or get rid of some of them. The process of alleviating the psychological tension of disabled volleyball players requires increasing the influences that support the new direction and reducing the influences that are against it. Or both. From the above, the importance of the research lies in harnessing psychological educational (collective) guidance in the educational and training process in order to achieve its goals, which is to improve some offensive skills through a guidance program based on the realistic treatment method, using a set of techniques that would modify or reduce The stress placed on disabled volleyball players is of great importance in helping to improve the offensive skills of the players, and this is what researchers are trying to determine and make sure to study.

Research problem

In order to improve the level of volleyball for people with special needs, and due to the importance of guidance programs, it was necessary to identify and improve some of the offensive capabilities and skills that raise the level of players with special needs. Through the researcher's experience in watching and experiencing the Samawah Sports Club in volleyball for people with special needs, he noticed that there was no Effective programs to test players' abilities, especially skills, which constituted a weakness in developing appropriate training curricula for different groups that are compatible with the variables of the law and the requirements of the game, as well as evaluating the players' performance according to the scientific method.

Research objectives

1. Preparing a psychological counseling program using a realistic treatment style for Kufa Volleyball Club players with special needs.
2. Identify the effect of the counseling program using the realistic therapy method in reducing psychological pressure for players.
3. Identify the effect of reducing psychological stress on improving defensive skills and abilities.

Research hypotheses

1. The counseling program using the realistic therapy method has a positive effect in reducing the psychological tensions of volleyball players with special needs.
2. Guidance programs have a positive impact in improving the defensive skills of players with special needs.

Research areas

1. Human field: Kufa Club and Al-Daghara Club for People with Special Needs volleyball players.
2. Time frame: from 5/10/2023 until 9/15/2023.
3. Spatial domain: The closed hall in the city of Najaf.
4. Research methodology and field procedures:

Research methodology

In his study, the researcher used the experimental method in the form of two equal groups of sitting volleyball players, as it is the best and easiest method in achieving this goal of the

research, as the experimental methods “seek to collect data from members of the community to try to determine the current state of the community for a specific variable or specific variables“.

Research population and sample

The research community was represented by sitting volleyball players, who numbered (20) and belonged to the Kufa Club, who numbered (10) players, and the Al-Daghara Club from Al-Qadisiyah Governorate, who numbered (10) players. They were divided into two groups, an experimental group, which were Kufa Club players, and a control group, which were players. Al-Daghara Club: (10) players for each group, as the independent variable (the guidance program) is applied to the experimental group, while the control group is left without a program.

Homogeneity and equality of members of the research community

The researchers conducted homogeneity and equality of the members of the research community, as shown in Table (1)

Table (1)It shows the homogeneity and equality of the control and experimental groups

indicatio n	T valu e	Experimental group			Control group			Variables	N o
		skewnes s	deviatio n	the middl e	skewnes s	deviatio n	the middl e		
random	1.02 3	0.678	13.97	46.5	0.321	10.77	47	Psychologic al tension	1
random	0.98 7	0.201	0.65	3.65	0.423	1.39	52.3	Scroll from below	2

Tools and means of collecting information

” Research tools are through which the researcher can collect data and solve the problem to achieve the research objectives, regardless of those tools, including data, samples, and devices (Mahjoub, 1993, 179)

The researcher used the following tools and methods

- ✓ Arab and foreign sources.
- ✓ Psychological stress scale
- ✓ Personal interviews. Appendix (1)
- ✓ Field visits.

- ✓ Expert opinion questionnaire to determine the most important defensive skill variables.
- ✓ Tests and measurements.
- ✓ Registration form for tests of variables related to motivation for volleyball players - sitting.
- ✓ Volleyball court, volleyballs, tape measure, whistle,
- ✓ Electronic calculator (Paentium 4)

Determine search variables

After determining the process of scanning the content of many scientific sources on determining the candidate offensive abilities that are appropriate for the special situation of volleyball players from the sitting position, and for the purpose of selecting some of these abilities, a questionnaire was distributed to some experts * to determine the importance of their availability according to their priorities, as well as their suitability to the special situation of the players. By selecting the nominated offensive skill abilities and making any observation that the relevant expert deems necessary, and after collecting the questionnaire, the following offensive skills were nominated:

Tests used in the research

Psychological stress scale

The scale's domains were determined by the researchers after reviewing the literature that dealt with the topics of psychological stress and related topics, including frustration, emotional balance, and psychological pressures.

Test description: (Over-the-arms pass test)

Purpose of the test: To measure the tester's ability to pass quickly, and the extent of his ability to pass from above with two hands.

Tools and devices used for the scale: A smooth wall. He draws a line on the ground parallel to the wall and 180 cm away from the passing line and facing the wall. He holds the ball with his hands to throw it to the wall, then receives it by passing it with his hands from above to the wall so that it bounces back to him behind the passing line to continue the passing process. Once again... and so the performance continues for 30 seconds, the same form as before is used except for the step drawn on the wall.

Scoring: The number of times the ball touches the wall in a period of 30 seconds is counted (correct attempts only according to the conditions mentioned above), then it is multiplied by 3

(for each pass, three points), and the final score of the test is the number of correct attempts in 30 seconds.

Scientific foundations of tests

First - Honesty

The researchers extracted the content validity, which is based on the extent to which the test represents the phenomenon they measure (long-shot accuracy), through a questionnaire distributed to (5) specialists, who indicated the validity of the test through the following: (The test is considered valid If it achieves a percentage (100%) of the total experts' opinions to agree on the test's representation of the phenomenon it measures. After collecting and transcribing the data, the researcher used the (Ca2) test, and the results showed that the two tests were accepted because they achieved values greater than the tabular (Ca2) value of (3.84), at a degree of freedom (1), and a significance level (0.05). Table (2) shows the validity of the two tests.

Table (2) Shows the validity of the candidate test

Meaning of the difference	(2Ca)Value		Number of answers		the test
	Tabulation	Calculated	write off	It works	
moral	3.84	5	-	5	Overhead pass test with arms

To confirm the validity of the test, the researchers verified the (apparent) validity, by evaluating the specialists who indicated the validity of the two tests through: (the apparent relationship of the test, the nature of the test, the test instructions and the contexts of its application, and the time allotted for the test)

Second - stability

The researchers tried to find the reliability coefficient for the test under study (the top-pass test), by finding a correlation between its results and the results of a second image of an equivalent test, meaning using the (equivalent images) method.

After calculating the Spearman correlation coefficient between the scores of the two images, it appeared that the correlation was significant, given that the value of the T-test calculated for the significance of the correlation came in at (2.778), which is greater than the tabulated value of (1.860), at a degree of freedom (4). The level of significance is (0.05), which indicates that the test under study has a high degree of reliability. See Table (3)

Table (3) It shows the reliability coefficient of the (long-shot accuracy) test, applied to the reconnaissance experiment sample

Statistical significance)(v)value		Stability coefficient	For tests	
	Tabulation	Calculated		second picture	The first picture
moral	1.860	2.778	0.81	Shooting at overlapping rectangles drawn on the wall	Scroll test from above

Third: Validity of the psychological stress scale

To reveal the discriminatory ability of the psychological stress scale under investigation, the researchers conducted a comparison of the test results for the exploratory experiment sample. For each item of the scale, a (t) test was used, for two independent samples after dividing them into two upper groups and a lower group (50%), and when comparing the calculated (t) value, which was limited to (4.23 - 7.439) with the tabulated value of (1.860), at a degree of freedom (18), with a significance level of (0.05), the statistically significant T-value was considered an indicator for distinguishing the psychological pressure scale.

As for the reliability of the psychological stress scale, half-partitioning and extracting the correlation coefficient were used to confirm the reliability of half the test, which reached (0.84). In order to obtain the reliability of the entire test, the researcher applied the Spearman-Brown equation, and it appeared that the Spearman-Brown value reached (0.91)

Field research procedures

Pre-test

The pre-measurement of the research sample (control and experimental) was conducted at three o'clock in the afternoon on Sunday, 6/4/2018, in the closed hall for both the city of Kufa and the district of Daghara. The conditions related to the tests were fixed in terms of place, time, tools used, method of implementation, and the auxiliary work team for the purpose of achieving the same conditions or as close as possible to the conditions of the dimensional measurement.

The guidance program

To achieve the research goal of identifying the impact of the guidance program in alleviating psychological tensions among players of the Kufa Club for people with special needs, a guidance program must be built that is compatible with the nature of that goal. To prepare the guidance program, the researchers took the following procedures:

1. Determine the philosophy on which the guidance program is based.
2. With the aim of bringing the individual to what society and its institutions aspire to.
3. General objectives in alleviating the psychological tensions of volleyball players through the guidance program

Prepare a list of problems:

Through analyzing the scale's statements, a number of problems were identified for the purpose of determining corresponding guidance needs. In light of this, the following problems were identified:

1. Weak self-confidence
2. Weak self-will.
3. Weak social interaction.
4. Weak self-affirmation

Among the series of procedures for building the indicative program adopted by the researchers are:

First: The development approach:

The researchers adopted the development approach in building the guidance program, as it provides a basis for ordinary individuals to achieve an increase in the individual's efficiency and support, and also aims to reach the individual to what society and its institutions aspire to. In addition, the development approach works to help ordinary individuals with the aim of developing and refining their capabilities and preparations.

Second: The model (planning, programming and budgeting)

The researchers adopted a model in building an extension program as it seeks to achieve maximum effectiveness and benefit at the lowest costs.

Third: Cognitive theory and behavioral theory:

Researchers adopted cognitive theory and behavioral theory for a number of features, namely:

1. The guiding method according to cognitive and behavioral theory does not require a long time compared to other theories (Hamid Abdel Salam Zahran, 1981, 321)
2. Theories depend on the influence of the mentor because of his importance in bringing about change.
3. Both cognitive and behavioral theory believe that undesirable behavior is the result of incorrect learning or incorrect thinking. Or as a result of acquiring negative thoughts

during socialization through parents first and then society (SihamDarwish, 1997, 123). Likewise, cognitive theory sees work to bring about a change in cognitive processes and wrong thinking patterns (Bashir Al-Rashidi, 2000, 484)

Fourth: Collective guidance

To reduce the psychological stress of volleyball players from a sitting position, researchers relied on group guidance for the reasons:

1. It is economical in time and effort.
2. Group guidance helps individuals develop inclinations and trends, reduce anxiety, understand oneself, and develop socially desirable behavior.
3. It is an appropriate method of relieving psychological pressures through interaction and participation between the mentor and the mentee.

Program planning

One of the methods used in planning the extension program is the planning, programming and budgeting system. This system is considered one of the effective indicative methods in planning as it seeks to reach the maximum effectiveness and benefit at the lowest costs.

Steps for planning the guidance program

1. Identifying needs.
2. Choose priorities.
3. Setting goals.
4. Creating programs and activities to achieve the set goals.
5. Evaluating the results.

In light of this, the researchers prepared the psychological counseling program, following the steps referred to above

1-Identifying needs: The counselor's study of the counseling needs of the mentee is an essential step in understanding the behavior of the counselors and an important factor in preparing the psychological counseling program. In light of the previous steps, the researchers identified a set of needs for volleyball players, and these needs included:

1. Psychological stress, its causes and sources - controlling psychological stress
2. The negative effects left by psychological tensions.
3. Stop negative thoughts.

Choosing priorities: The researchers conducted a series of interviews with some experts in the field of educational and psychological sciences and psychological counseling for the purpose of arranging needs according to their priorities.

Setting goals: The researchers determined the general and specific goals of the program according to the needs that were diagnosed, which are:

1. The general goal, such as developing religious, social, moral, or national values. These goals mean describing the final results of the overall educational process.
2. The specific goal, which means describing the patterns of behavior or final performance expected from the guide after learning the desired behavior.
3. Creating activities and programs to achieve the goals:
4. To achieve the goals of the counseling program, the researchers relied on the use of the cognitive-behavioral strategy proposed by (Mequinum) to relieve psychological stress. We are preparing the program based on literature and previous studies related to the needs, goals, and activities appropriate for volleyball players with special needs.

Calendar

There are three types of calendar

1. Initial evaluation: It was conducted before implementing the guidance program and consisted of a pre-test.
2. Formative evaluation: It consists of conducting the evaluation process at the end of each session by asking some questions to the players and discussing their homework assignments.
3. Final evaluation: It is summed up in the procedures that the researchers took after starting to implement the counseling program, which is represented by conducting the post-test to determine the change in psychological tensions of the control and experimental groups, by comparing the scores of the pre- and post-measurements.

Table (4) It shows the counseling sessions and the date they were held.

Date of its holding	address the	Sessions	No
2023/14/6	Editorial	First session	1
2023/17/6	Defining psychological stress in terms of its sources and effects ,causes	Second session	2
2023/22/6	Explaining and explaining the meaning of guidance psychological orientation and	Third session	3

2023/28/6	The importance of the psychological factor for athletes	Fourth session	4
2023/7/6	participation and sports ,Social interaction festivals	Fifth session	5
2023/7/10	Training to stop negative thoughts	Sixth session	6
2023/15/7	Training in mental visualization skills	Seventh session	7
2023/22/7	confidence-The importance of self	Eighth session	8
2023/8/2	Ability to make decisions	Ninth session	9

Second session

Session title: Defining psychological stress in terms of its causes, sources and effects.

Session time: 40 minutes

Date of its meeting: 6/17/2023

Location: The closed hall in the city of Samawa

General goal

1. Explaining the concept of psychological pressure.
2. Explaining the stages of developing psychological pressure in the player.
3. Explaining the concept of controlling psychological pressure.

Special goal

Explaining the effects (psychological - physiological - behavioral) that psychological pressures have on volleyball players from the sitting position (for people with special needs)

Guidance techniques used in the session

The guide begins talking about psychological pressure, beginning his talk by defining psychological pressure as a type of discomfort, pain, or feeling of disturbance that stems from emotional, social, physical, and family sources. It results from the need to be liberated or get rid of discomfort, distress, or pain. They are also unpleasant situations that re-satisfy psychological needs and exceed the individual's ability to adapt to them and perceive them in the form of distress, boredom, or disorder, which is an imbalance between physical or psychological requirements or the ability to respond. Under circumstances when there is a failure to respond to those requirements. The meaning of psychological stress control was clarified, as control is a

comprehensive method that provides multiple behavioral and cognitive skills that lead to improving the individual's overall level of adaptation. In it, the individual is trained to evaluate the stressful situations and goals to which he is exposed and to understand the nature of the stress responses resulting from psychological pressures through- :

- A. Mental perception: an educational stage in which group members are provided with the nature of psychological tension, the effects it leaves, its stages, and its sources.
- B. Acquiring and trying skills: This is a stage that aims for the group to acquire various coping skills (physical - cognitive) with the aim of overcoming and managing the effects of psychological pressures that produce psychological tension.
- C. Application and continuation until completion: This is a stage aimed at encouraging group members to apply the various dealing skills they have previously learned.

The guide explains to the group members the psychological pressures of volleyball players and the effects they cause to them, in that the psychological pressure in the game of volleyball is nothing but a state of psychological imbalance for the player that forces the body to perform functional duties to meet the mental, physical, or psychological requirements to readapt and balance with the environment as well. Disabled players are exposed to psychological crises as a result of their feeling of their inability to maintain the requirements of training. Psychological pressures have become one of the problems facing coaches, players and administrators and leave negative effects and thus weaken self-confidence when they have the belief or thought that they are incompetent, in addition to causing the occurrence of internal conflict or physical injury. It may be caused by discrepancies or early retirement and withdrawal from training.

- Formative evaluation: Asking group members a question: Is it possible to know the sources and causes of psychological tension?
- Homework:
 1. The group members were asked to mention the effects that psychological stress has on players in general and volleyball players in particular.
 2. Identify the psychological tensions they face in their daily lives while training and competing in volleyball and discuss them scientifically.

Posttest

The post-test for the research sample was conducted on Thursday, August 10, 2023, after the completion of the period of application of the cognitive counseling program. The researchers were keen to provide the pre-test conditions and procedures followed for the test.

Statistical methods

The data obtained was processed using the statistical method that is compatible with the objectives of the study to arrive at the results through the use of the statistical package (SPSS)

Presentation, analysis and discussion of results

Presenting, analyzing and discussing the results of the differences in the variables under study for the pre- and post-measurements of the control group.

Table (5) It shows the differences between the pre and post measurements of the control group in the variables under study

indication	t value	Posttest		Pretest		measruin g unit	Variables	No
		A	s	A	s			
Insignifican t	2.08	10.22	54.33	10.77	47	degree	Stress	1
moral	4.51	0.88	5.54	1.41	3.44	degree	Scroll test from above	2

Tabular t value at degree of freedom (9) and significance level $0.05 = 2.20$

In light of the data extracted for the members of the research sample, Table (5) shows the differences in the values of the variables under study in the pre- and post-tests of the control group. In the psychological stress variable, and using the (t) test for correlated samples to extract the differences, the calculated value appeared (2.08), which is smaller than the tabulated value of (2.08). 2.20) at a degree of freedom (9) and a level of significance (0.05), which indicates the randomness of the differences between the pre- and post-measurements of the control group for psychological stress. This indicates that the stress level of the control group did not change between the pre-measurement and the post-measurement, and the researchers interpret this to mean that the training curricula of some trainers It did not pay attention to counseling programs that address psychological factors, including psychological stress. As for scrolling from the bottom, the calculated value of (t) was (4.51), which is greater than the tabulated value of (2.20) at a degree of freedom (9) and a significance level of (0.05), which indicates the significance of the differences between the pre- and post-measurements for the control group, and this indicates that The scoring level was better in the post-measurement than in the pre-measurement, and the

researchers explain it by saying that these differences occurred as a result of the traditional curriculum prepared by the coach, through repetition and repetition, and that sports training is the main axis through which the desired goals can be achieved by reaching the individual athlete to the best levels (Muhammad Ali Al-Qat, 2002, 83) And because any exercise has a positive impact on the level of skill performance if the nature of the exercise tends to develop performance.

Presenting, analyzing and discussing the results of the differences in the variables under study for the pre- and post-measurements of the experimental group

Table (6) It shows the differences between the pre and post measurements of the experimental group in the variables under study

indicati on	t value	Posttest		Pretest		measruin g unit	Variables	No
		A	s	A	s			
moral	5.16	5.18	68.55	13.97	34.5	degree	Stress	1
moral	17.82	0.19	7.30	0.75	3.65	degree	Scroll test from above	2

Tabular t value at degree of freedom (9) and significance level $0.05 = 2.20$

In light of the data extracted for the members of the research sample, Table (6) shows the differences in the pre- and post-tests for the experimental group for psychological stress and bottom-passing. Using the t-test for correlated samples to extract the differences, the calculated value appeared (5.16) (17.88), respectively, which is greater than the tabular value of (2.20) at a degree of freedom (11) and a significance level of (0.05), which indicates the significance of the differences between the pre- and post-tests for the experimental group for the two variables. This indicates a reduction in the level of psychological stress for the experimental group, and the researchers interpret it as the sample's regularity in continuous training during the period of the guidance program and the creation of conditions. Suitable for training, which indicates the effectiveness of the guidance program in controlling and alleviating tensions for volleyball players because it relies on scientific and realistic methods in interacting with the players and employing their capabilities appropriately towards the goal of the guidance program based on the correct behavioral strategy, and this is what was confirmed by (Ibrahim Abdel Sattar). A psychological method that attempts to modify behavior and control psychological disorders by modifying the guide's thinking style and perceptions of himself and his environment (Ibrahim Abdel Sattar et al., 1993, 342). This is therefore reflected in the accuracy of performance because

when the player is in a good psychological position, it will provide him with a good position in performing the aspect. Skills and tactics, and this is what was confirmed by (Mahmoud Abdel Fattah): “Mental practice as a cognitive strategy is more effective than not practicing and must be used in complementary ways with physical practice to give better results (Mahmoud Abdel Fattah Othman, 1995, 243)

Presenting, analyzing and discussing the results of the differences in the variables under study for the post-measurement of the control and experimental groups.

Table (7) It shows the differences between the post-measurement of the control and experimental groups in the variables under study

indicati on	t evalu	Experimental group		Control group		measruin g unit	Variables	No
		A	s	A	s			
moral	4.20	5.18	68.25	11.15	52.33	degree	Psychologic al tension	1
moral	6.42	0.15	7.20	0.88	5.54	degree	Scroll test from above	2

The tabular t value has a degree of freedom of 18 and a significance level of $0.05 = 2.07$.

In light of the data extracted for the members of the research sample, Table (7) shows the differences in the post-measurement of the control and experimental groups for psychological tensions and bottom-passing. Using the t-test for correlated samples to extract the differences, the calculated value appeared (4.20) (6.42), respectively, which is greater than the tabulated value of (2.07) at a degree of freedom (18) and a level of significance (0.05), which indicates the significance of the differences in the post-measurement between the control and experimental groups, and in favor of the experimental group, psychological pressures and scrolling from the bottom. From the above, we can say that the guidance program is effective in controlling and reducing pressures and tensions for volleyball players, as there are significant differences for the experimental group after applying the guidance program. The researchers attribute the reason for the superiority of the experimental group to several reasons, including that the technical skills and methods used within the framework of the behavioral strategy are based on Restructuring the cognitive structure is based on the assumption that psychological pressures are the result of maladaptive thinking patterns. In the guidance program used, it has been achieved to rebuild these cognitive aspects related to maladaptation, as well as using the skill of stopping negative

thinking in the guidance program, which has a significant impact on changing the false beliefs that the players face. Also, many emotional behavioral responses and psychological disorders, most notably psychological stress, “depend to a large extent on the existence of false beliefs that the individual expresses about himself and the world surrounding him, and this is what contemporary behavioral psychotherapy recognizes (Jamal Al-Khatib, Ali Al-Hadidi, 1996, 309) and for this reason We note that the method used in the guidance sessions has changed the thinking of the players towards positive thinking, and they have been taught and trained to think positively. The guidance program has proven its effectiveness, especially because it contains skills and techniques that create a state of adaptation and psychological balance with the psychological pressures that the players may suffer from. Consequently, this was reflected in the skill of scoring accuracy, and this is what helped to obtain clear differences in the post-measurement between the control and experimental groups, in favor of the experimental group.

Conclusions

1. The techniques and strategies used in the guidance program have an effective effect in modifying or alleviating the psychological pressures of volleyball players from the sitting position.
2. The researchers found that there is a clear interaction among volleyball players with the guidance program as it is a new scientific phenomenon
3. The need for volleyball players, especially those with special needs, for psychological counseling and guidance programs to help them relieve psychological pressures.
4. Continuous training, continuous repetition, and relieving pressure helped develop the accuracy of passing from below.

Recommendations

1. Benefiting from the current research guideline program to conduct similar studies on players in other sporting events.
2. The necessity of holding specific lectures on alleviating the psychological pressures of volleyball players through professors of psychological counseling and sports psychology.
3. Activating the role of psychological counseling in all sports clubs in its preventive and therapeutic aspects.
4. The necessity of relying on the use of auxiliary training methods that contribute to developing scoring accuracy.

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