



**PSYCHOLOGICAL GUIDANCE PROGRAM FOR  
PSYCHOLOGICAL STRESS AND ITS RELATIONSHIP TO THE  
SENSE OF CAPABILITY FOR EMERGING PLAYERS (AGED 14-  
16) DURING PENALTY KICK IN SOCCER**

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**ABSTRACT**

The research consisted of five chapters:  
The research objectives included preparing a psychological guidance program that includes guidelines and instructions for coaches to improve the execution of penalty kicks and adapt psychological stress scales for emerging players aged 14-16 during penalty kick execution. Building and applying the capability scale for emerging players aged 14-16 in penalty kick execution. Identifying the levels of emerging players aged 14-16 in the psychological stress scale and the sense of capability during penalty kick execution. Exploring the relationship between psychological stress and the sense of capability for emerging players aged 14-16 in penalty kick execution before and after implementing the guidance program. Chapter three utilized the descriptive approach with survey methods, correlational relationships, and normative studies, in addition to using the quasi-experimental approach, aligning with the nature of the current study. The research population included (621) emerging players within the first and premier division soccer clubs in Baghdad for the sports season (2022-2023). The researchers divided the samples into a construction sample, an application sample, and experimental survey samples to build psychological stress and capability scales. Chapter four was devoted to discussing and analyzing the results, while chapter five presented the conclusions and recommendations as follows: Considering the research findings, the following important conclusions were reached: The psychological guidance program developed by the researchers during penalty kick execution had a positive and effective role in reducing the degree of psychological stress and increasing the sense of capability among the research sample. The scales constructed by the researchers proved their validity in measuring psychological stress and the sense of capability during penalty kick execution among the research sample. The research sample's level was limited to average psychological stress and capability during penalty kick execution. The results demonstrated a significant

**KEYWORDS**

program, guidance, psychological, psychological stress, sense of capability, penalty kick, soccer.

inverse correlation between psychological stress and the sense of capability during penalty kick execution. Recommendations included adopting the psychological guidance manual developed by the researchers before and during the training programs for emerging players and training units to reduce psychological stress levels and increase the sense of capability in a scientific manner, especially during penalty kick execution. Utilizing the findings of this study and adopting them as tools to measure psychological stress and increase the sense of capability during penalty kick execution for emerging players.

## Introduction

### 1. Research definition :

#### 1.1 Introduction and Research Significance:

The significance of sports practice centered around achieving results and reaching outcomes. Physical education science focuses on exercise to achieve specific physical movements. The goal is to enable the acquisition and effective execution of desired movements. Coaches aim to achieve the highest possible results within a certain period through specialized physical preparation. In the field of physical education and sports, resorting to theories of psychology and education assists educators in understanding the issues and cases that emerge within the scientific field. For instance, factors leading to failure in physical education have become apparent, and limitations of focusing solely on the physical aspect have been recognized. In today's elite sports, matches, and teams, equality is not only based on physical capabilities and preparation, but also on moral values and psychological readiness. This has driven sports researchers to focus on sports psychology and behavioral analysis, which relies on psychological, social, and interactive factors of personality and their connection to sports practice. The results achieved in tactical and technical fields are subject to personal behavior influences.

Interest in soccer is growing daily in both developed and developing countries worldwide. Through this progression, the importance of this current study becomes evident. Psychological stress is a variable that affects players' performance. To understand and address this stress effectively, it is crucial to establish a relationship between psychological stress and the sense of capability. Furthermore, establishing their relationship during penalty kick execution in soccer highlights the research's importance. This scientific endeavor represents a significant and contemporary qualitative study in the field of sports psychology, delving into psychological concepts and relational connections between psychological stress and the sense of capability during penalty kick execution. Moreover, the study's importance lies in serving as a scientific foundation to apply modern research concepts in reducing errors, managing stress, and controlling the sense of capability during penalty kick execution.

#### 1.2 Research Problem:

Soccer, as a collective sport, necessitates the integration of psychological attributes and interpersonal interactions among players, underscored by a shared team spirit. However, soccer players frequently encounter an array of psychological stress, particularly evident during the execution of penalty kicks. Consequently, investigating the psychological stress experienced by soccer players in the context of penalty kick execution prompts an exploration into whether these stresses elicit a corresponding sense of capability.

Psychological stress constitutes a prevalent psychological phenomenon, often accompanied by anxiety, health-related concerns, and other psychological disturbances. The manifestations of psychological stress include a diminished sense of capability, which can materialize when a player

encounters challenges in successfully executing a penalty kick. These events represent emotionally taxing experiences, requiring players to navigate an adjustment period to assimilate and adapt to the prevailing psychological state. The duration of this period varies based on individual personality traits and past life experiences, which contribute to differing levels of resilience, maturity, and emotional stability. Disruptions in the sense of capability tend to subside within a few months, resulting in the restoration of a normal psychological state. However, should this duration exceed expectations, it necessitates a reevaluation of diagnosis and a comprehensive case assessment conducted by a qualified sports psychology specialist.

### 1.3 Research Objectives:

- 1 .To develop a comprehensive psychological guidance program manual containing guidelines and instructions for coaches aimed at enhancing the execution of penalty kicks.
- 2 .To adapt psychological stress scales for emerging players aged 14-16 during the execution of penalty kicks.
- 3 .To construct and implement an capability scale tailored to emerging players aged 14-16 during penalty kick execution.
- 4 .To identify the levels of psychological stress and the sense of capability among emerging players aged 14-16 during penalty kick execution.
- 5 .To investigate the relationship between psychological stress and the sense of capability among emerging players aged 14-16 during penalty kick execution, both prior to and following the implementation of the psychological guidance program.

### 1.4 Research Hypotheses:

- 1 .There is a significant inverse relationship between psychological stress and the sense of capability among emerging players aged 14-16 during penalty kick execution.
- 2 .There is a significant inverse relationship between the sense of capability and penalty kick execution among emerging players aged 14-16.
- 3 .There is a significant inverse relationship between psychological resilience as a life skill and the improvement in performance among emerging players aged 14-16 during penalty kick execution.

### 1.5 Research Scope:

1.5.1 Human Scope: The research will involve a sample of penalty kick-executing players from the first and premier division soccer clubs in Baghdad during the soccer season of 2022-2023.

1.5.2 Temporal Scope: The research will be conducted from October 20, 2022, to August 25, 2023. The experiment itself will take place between February 1, 2023, and June 30, 2023.

1.5.3 Spatial Scope: The study will be conducted within the sports fields of the first and premier division soccer clubs participating in the youth age categories league in Baghdad, Iraq.

## **3 .Research Methodology and Field Procedures:**

### 3.1 Research Method:

The appropriate methodology selection for solving a problem or achieving a goal is one of the most important steps that entails the success of the research.

Thus, methodology is the method that an individual follows to reach a specific goal<sup>1</sup>. Therefore, the researchers used the descriptive method with survey, correlational, and standardization study techniques. Survey studies represent "the process of collecting information that can be analyzed and interpreted later, leading to conclusions<sup>2</sup>." Standardization studies suit the process of constructing and validating scales<sup>3</sup>. Additionally, the use of correlational relationships (as it concerns revealing the relationship between two or more variables to understand the degree of correlation numerically) is aligned with the nature of the current study, in addition to the use of the quasi-experimental method<sup>4</sup>.

### 3.2 Research Community and Samples:

The research community included (621) players from the first and premier divisions of youth category aged 14-16 in soccer, registered within the records of the Iraqi Soccer Federation for the sports season (2022-2023). As for the research sample, it is considered one of the essential stages in the research process, where a "good sample must truly represent the original community, in line with the nature of the problem and the required information, enabling the generalization of its findings." <sup>5</sup>Since a sample is "a portion of all or some of all," <sup>6</sup>the research sample was divided based on provinces, clubs, as shown in Table (1).

Table 1 Shows community members, research samples and percentage of first division and soccer clubs.

S	Club	Junior Soccer League Clubs (First and Premier Clubs)					
		Total N	Open Questionnaire Sample	Sample exploratory experiment	Sample construction	Sample Application	Percentage
1	Shurta	28	10	-	-		35%
2	Al-Muroor	26		10			37%
3	Qua Jawiya	32			7	7	34%
4	Zawraa	31			6	7	35%

<sup>1</sup> Ismail Abd Zaid and others: Basic topics in scientific research methods, Dar Dijlah Printing, Amman, Jordan, 2017, p 77.

<sup>2</sup> Haider Abdul Razzaq Kazim, Fundamentals of Writing Scientific Research in Physical Education and Sports Sciences, Dar Al-Ghadeer for Publishing and Printing Ltd., Basra, Iraq, 2015, p. 134.

<sup>3</sup> Hassan Hadi Attia, Scientific Research in the Sports Field, Dar Al-Kawthar Printing, Baghdad, Iraq, 2023, p. 112.

<sup>4</sup> Mahjoub Ibrahim Yassin: Tests and Measurements in the Field of Physical Education and Sports Sciences, Dar Al-Dr. Group, Baghdad, Iraq, 2015, p. 59.

<sup>5</sup> Ismail Abed Zeid, Naseer Mezher: General Principles in Scientific Research Methods, Dar Al-Atak Printing, Beirut, Lebanon, 2018, p. 75.

<sup>6</sup> Marwan Abdul Majeed Ibrahim: Methods and Methods of Scientific Research in Physical Education and Sports, Amman, Dar Al-Alamia for Publishing and Distribution, 2002, p. 65.

5	Sinat Kahrabiya	28			6	7	39%
6	Etisalat	27			6	7	40%
7	Al-Hussein	28			6	7	39%
8	Kahraba	29			6	7	37%
9	Amanat Baghdad	28			6	7	39%
10	Al-Hussein	27			6	7	40%
11	Sulaikh	28			6	7	39%
12	Masafi	29			6	7	37%
13	Talaba	30			6	7	36%
14	Karkh	29			6	7	37%
15	Hidood	30			6	7	36%
16	Nift	28			6	7	39%
16	Nift Al-Wasat	29			6	7	37%
18	Jawlan	27			6	7	40%
19	Difa Madani	27			6	7	40%
20	Sinaa	29			6	8	48%
21	Shula	23			6	8	60%
22	Sikak	28			6	8	50%
	Total	621			127	150	

### 3.3 Research Tools, Methods, and Devices Used:

To achieve the research objectives, the researchers utilized the following tools, methods, and devices:

- Arabic and foreign scientific sources and references.
- Scientific observation.
- Questionnaire.
- Electronica information network.
- Electronic calculator of type (Pentium)/4.
- Personal interviews.

### 3.4 Field Research Procedures

#### 3.4.1 Procedures for Developing the Psychological Stress Scale:

The researchers adopted the Psychological Stress Scale developed by researcher Abdul-Sabah Atoof<sup>7</sup>, which is based on a sample of soccer players. The scale consists of (64) items, with each item having four responses, and each response representing a specific situation. In front of each item, there are four answer alternatives: (Always applicable, often applicable, sometimes applicable, never applicable). The positive weights for the responses are (4-3-2-1) respectively, and the negative weights are (1-2-3-4). The scale items are distributed across six domains, with (12) items for the training burden domain, (12) for the audience domain, (10) for the nature of the match domain, (10) for the coach and technical staff domain, (10) for the players' domain, and (10) for the self-blame domain. Given that the scale was designed for a sample of advanced soccer players, the researchers made adaptations (customizations) to some scale items to align with the nature of the sample, environment, and the utilized activity. These adaptations were specifically made for the category of youth soccer players in the first and premier divisions of Baghdad's clubs, while also integrating linguistic phrasing to relate them to the execution of penalty kicks.

#### 3.4.1.1 Validating the Items of the Psychological Stress Scale:

To determine the validity of the items in the Psychological Stress Scale, the modified scale was presented to a group of experts and specialists, as indicated in Appendix (1). The responses of the experts were subjected to statistical analysis using the Chi-Square ( $\chi^2$ ) test to determine the significance of differences between the opinions of the experts and specialists at a degree of freedom (1) and a significance level of (0.05). After statistically analyzing the opinions of the experts and specialists, (19) items were excluded due to their lack of statistical significance. Additionally, (7) items were rephrased, which are items (12, 3, 1, 15, 20, 23, 54), while item (45) was retained.

#### 3.4.1.2 First Pilot Survey for the Psychological Stress Scale:

The purpose of this pilot survey is to assess the clarity of instructions and items in the initial version of the Psychological Stress Scale. It aims to evaluate the formulation safety and clarity for the participants, determine the optimal and appropriate method for implementing the main experiment, ascertain the clarity of answer instructions among the research sample members, and estimate the time required to answer the items in the Psychological Stress Scale.

The scale was administered to a sample of (10) players from the Al-Shurta Club on February 15, 2023. The pilot survey demonstrated that the scale's instructions and items were clear and comprehensible to the sample participants. The average time taken to complete the scale was (20) minutes, calculated using the following equation:

$$\text{Hypothetical mean (test time)} = \frac{\text{Fastest theoretical ans} + \text{slowest theoretical ans}}{2}$$

#### 3.4.1.3 Determining the Standard Levels of the Psychological Stress Scale:

The standard levels for the Psychological Stress Scale were established based on the true range of each scale. As the Psychological Stress Scale consists of (30) items and the response alternatives are four-point, the highest score a player can achieve is (120) points, while the lowest score is (30) points.

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<sup>7</sup> Riwaya Abdul Sabah Atoof: Building a Measure of Psychological Stress among Players of Premier Class Handball Clubs in Iraq, Master's Thesis, University of Baghdad, College of Physical Education for Girls, 2004, p. 283.

Therefore, by subtracting the lowest value from the highest value and dividing the result by the number of levels, the interval length is determined. Thus, three levels were defined for both scales, as indicated in Table (2).

Table (2) Shows the range and level labels of the stress scale.

Range	Levels	Verified number	Percentage
59-30	Low level	40	27.21%
89-60	Intermediate Level	63	42.85%
120-90	High Level	47	30%

### 3.4.2 Building the Self-Efficacy Scale Procedures:

#### 3.4.2.1 Defining the Purpose of the Self-Efficacy Scale:

The aim of constructing the scale is to determine the level of self-efficacy among players in the Iraqi First and Premier League (clubs in Baghdad) in soccer.

#### 3.4.2.2 Defining the Domains of the Self-Efficacy Scale:

To divide the scale into its primary elements, where each element represents a specific domain, and considering the definition of self-efficacy and after reviewing relevant literature in psychological aspects and relying on the Theory of Positive Self (Mustafa Hegazi, 2012) in the book "Unlocking Life Energies: Readings in Positive Psychology,"<sup>8</sup> the researchers identified seven domains for the scale in its initial form. These domains include (Persistence, Commitment, Self-Reliance, Resilience, Patience, Control, and Challenge). A response form was prepared (Annex 3), as the questionnaire is a tool for collecting data related to a specific research topic through a form that respondents fill out<sup>9</sup>. The purpose of this form is to determine the validity of the domains. The form was presented to experts and specialists in sports psychology (Annex 4). After collecting the data, the researchers used the statistical tool (Chi-Square,  $\chi^2$ ) to calculate the significance of differences between the experts who agreed and disagreed on the validity of the scale domains. The calculated value of  $\chi^2$  for the five domains was greater than the tabulated value of (3.84) at a degree of freedom (1) and a significance level of (0.05). This indicates the validity of five domains for the Self-Efficacy Scale: Athletic Efficacy (Possession of Means of Effectiveness), Social Efficacy (Participation and Belonging), Psychological Efficacy (Personal Strength), Technical Efficacy (Control and Mastery), and Cognitive Efficacy (Dealing with Important Situations). Two domains, namely Psychological Commitment and Psychological Resilience, were excluded due to their lack of validity.

#### 3.4.2.3 Developing the Initial Version of the Self-Efficacy Scale:

##### 3.4.2.3.1 Formulating the Items of the Self-Efficacy Scale:

To prepare suitable items for the scale that reflect the theoretical definition of self-efficacy and its domains (Mustafa Hegazi, 2012), the researchers reviewed previous scales, relevant studies, and an open-ended questionnaire as follows:

<sup>8</sup> Mustafa Hijazi 'Unleashing the Energies of Life: Readings in Positive Psychology, Al-Tanweer for Printing and Publishing, Cairo, 2012, p. 89.

<sup>9</sup> Muwaffaq Al-Hamdani and others, Scientific Research Methods: Fundamentals of Scientific Research, Amman University for Graduate Studies, Amman, Jordan, 2006, p. 152.

## First: Relevant Scales and Studies

- 1 .Human Self-Efficacy Scale (Maysoun Obeid et al.)<sup>10</sup>
- 2 .Psychological Resilience Scale (Zainab Mohammed and Bediya Kamal) <sup>11</sup>
- 3 .Academic Self-Efficacy Scale (Ashraf Ahmed Atiya)<sup>12</sup>
- 4 .Psychological Resilience Scale (Abdulaziz Musa)<sup>13</sup>

## Second: Open-Ended Questionnaire

The purpose of the open-ended questionnaire is to obtain a larger number of valid items that can be utilized in constructing the scale. Thus, a questionnaire was prepared (Appendix 5) containing definitions for each domain of the scale, along with an example item representing each domain. The participants of the open-ended questionnaire were asked to provide items based on the given examples, aiming to collect as many self-efficacy items as possible that reflect each domain. By doing so, the researchers followed a method that is considered a valid scientific starting point for scale development. This method is used in specific cases, including as an initial step for generating items for a closed-ended questionnaire <sup>14</sup>.

## Third: Researcher's Personal Experience and Supervisor's Expertise

Based on the researcher's personal experience and the expertise of the supervisor, and by relying on theoretical studies in this field, certain items were formulated for each domain in alignment with the theoretical definition of the concept of self-efficacy when executing penalty kicks. The formulation was also guided by the definitions of the five domains, while drawing on Mustafa Hegazy's work from 2012 and his interpretation of self-efficacy.

### 3.4.2.3.2 Choosing Formulation Approach for Self-Efficacy Scale Items and Its Basis

The researchers relied on the developed Likert-style method in formulating the alternative items of the self-efficacy scale. This method is akin to the Multiple-Choice approach, which is common in measurement and educational and psychological research. It presents respondents with a situation and asks them to select their answer by choosing an alternative from several options, each with varying weights<sup>15</sup>.

### 3.4.2.3.3 Formulation of Scale Items and Answer Alternatives

After formulating the items of the self-efficacy scale according to their respective domains in their initial form (Appendix 5), a total of eighty-four items were prepared. These items assess five domains through both positive and negative items. Three answer alternatives were provided for each item on the scale: "Always," "Sometimes," and "Never." Positive items were given weights of 3, 2, and 1 respectively, while the reverse was applied to negative items.

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<sup>10</sup> Maysoun Obaid and others: The human competence of medical staff considering the Covid-19 pandemic, published research, Al-Qadisiya Journal of Human Sciences, Volume 24, Issue 3, Year 2021.

<sup>11</sup> Zainab Mohammed and Badria Kamal 'Psychological resilience and its relationship to motivation for achievement among a sample of international graduate students, published research, Journal of the Faculty of Education, Mansoura University, Egypt, 2019.

<sup>12</sup> Ashraf Ahmed Attia: Academic steadfastness and its relationship to self-esteem among a sample of open education students, psychological studies, vol. 21, p. 4, 2011, p. 571.

<sup>13</sup> Psychological resilience scale for adolescents 'Translated by Abdulaziz Musa Muhammad Thabet, Faculty of Public Health, Al-Quds University, Palestine, 2004.

<sup>14</sup> Ahmed Abdul Latif Abu Saad, Manual of Psychological and Educational Standards and Tests, Dar Al-Manhal, Amman, Jordan, 2011, p. 85.

<sup>15</sup> Ahmed Mohamed Abdel Khaleq, Personality Psychology, Anglo-Egyptian Library, Cairo, Egypt, 2016, p. 489.

#### 3.4.2.3.4 Validating Self-Efficacy Scale Items and Answer Alternatives

The concept of item validity refers to the specific inferences derived from the scale scores in terms of their appropriateness, meaning, and usefulness. This concept contributes to the scale's validity, as it gathers evidence supporting such inferences. After formulating the scale items according to their domains, they were presented to expert psychologists in educational and sports psychology (Appendix 1) to ascertain their validity and determine positive and negative items. Any items that required modification or relocation to another domain were identified, and the possibility of merging related items was considered. After statistically analyzing the opinions of experts and specialists, twenty-three items were excluded due to their lack of statistical significance, leaving sixty-one items retained in the scale.

#### 3.4.2.4 Second Pilot Survey for the Self-Efficacy Scale:

The researchers conducted the second pilot survey to assess the clarity of instructions and scale items, their accuracy, the appropriateness of alternatives, participants' comprehension of the scale, identifying any ambiguities, and preemptively identifying errors before conducting the main experiment. This allowed them to understand the optimal and suitable method for executing the main experiment, the clarity of answer instructions for the research participants, and the time required to answer the self-efficacy scale items.

Consequently, the scale was administered to a sample of (10) players from the police club on the day of February 20th, 2023. The aim of this pilot survey was to verify the understanding and comprehensibility of the scale instructions and items by the sample participants. The results indicated that the instructions and items of the scale were clear and understood by the sample participants. The average time taken to answer the self-efficacy scale items was (20) minutes, as calculated by the following equation:

$$\text{Hypothetical mean (test time)} = \frac{\text{Fastest theoretical ans} + \text{slowest theoretical ans}}{2}$$

#### 3.4.2.5 Application of the Self-Efficacy Scale on the Construction Sample:

The researchers administered the self-efficacy scale to extract its discriminative power and identify the discriminative and non-discriminative items using both the two-party t-test method and internal consistency. They also calculated the indicators of validity and reliability of the scale. The scale was applied to the construction sample consisting of (127) players. The main experiment was conducted by applying the self-efficacy scale (Appendix 5) to the construction sample from March 1st, 2023, to March 4th, 2023, for the purpose of conducting statistical analysis of the scale.

#### 3.4.2.6 Determining Levels of Self-Efficacy Scale:

To achieve the research objectives, the researchers determined the levels of the scale for the standardization sample consisting of (147) players. The levels were established based on the actual range of the scale. Considering that the scale consists of (27) items and the answer alternatives are three, the highest score a player can obtain is (81) points, while the lowest score is (27) points. Subtracting the lowest value from the highest and dividing it by the number of levels yields the length of each category. Accordingly, three levels were established.

#### 3.4.3 Application of the Scales:

The researchers applied the Psychological Stress Scale from March 18th, 2023, to March 25th, 2023. Additionally, they applied for the Self-Efficacy Scales from March 23rd, 2023, to March 30th, 2023. Following these applications, the researchers developed a guidance manual consisting of eight psychological counseling sessions for players during penalty kick situations. Each session had a duration of 15-20 minutes, and the sessions were conducted twice a week (Appendix 8), with the assistance of the research team.

After providing instructions and guidance to the coaches of the research sample, the researchers continued these interventions for two months, amounting to 8 weeks and sixteen training units. Subsequently, they re-applied the Psychological Stress Scale from June 2nd, 2023, to June 7th, 2023, and the Self-Efficacy Scales from June 3rd, 2023, to June 8th, 2023.

3.5 Statistical Methods:

The researchers used the Statistical Package for the Social Sciences (SPSS) version 20 for data analysis.

4 -Presentation, Analysis, and Discussion of Results:

After following the steps of constructing and standardizing the Psychological Stress and Self-Efficacy Scales for young soccer players and achieving the research objectives, it was necessary to address the third objective. This objective involved identifying the research variables among young soccer players to contribute to solving the research problem. To achieve this, the researchers presented data related to the levels of psychological stress and self-efficacy among young soccer players. These data were then analyzed and discussed to determine their strengths and weaknesses, as well as the strength of the correlation between these variables.

4.1 Presentation, Analysis, and Discussion of Pre-Intervention Research Variables:

This section involved presenting, analyzing, and discussing the results of the researched variables before the implementation of instructions and guidance to the team coaches.

**Table (4)** Shows the arithmetic means, standard deviations and torsion coefficient values of the variables studied in the research sample.

Variables	Arithmetic mean	mean	Standard deviation	Torsion coefficient
Stress	79.67	80	9.219	-0.107
Self-Efficacy	60.23	58	7.815	0.856

4.2 Presentation, Analysis, and Discussion of Results of Differences between Calculated Mean Scores and Theoretical Mean Scores for the Researched Variables in the Research Sample Before Providing Instructions and Guidance to Coaches:

For understanding the levels of psychological stress and self-efficacy among young players before the implementation of instructions and guidance by coaches, the researchers applied the two scales and examined the differences between the calculated mean scores and the theoretical mean scores for both the psychological stress and self-efficacy scales. The results of these differences are presented in Table 4.

Table (4) Shows the values of T calculated between the arithmetic and hypothetical means for the measures of psychological stress and sense of competence in the research sample.

Variables surveyed	Arithmetic mean	Standard deviation	Hypothetical mean	T Value	sig	Statistical significance
Stress	79.67	9.219	75	6.210	0.001	sig
Self-Efficacy	60.23	7.815	54	9.764	0.000	sig

- significant if sig ( $\geq$ ) 0.05

Therefore, the researchers confirm that players experience psychological stress when executing penalty kicks within the moderate level, as indicated by the results. The psychological stress experienced by young soccer players stems from various psychological and social issues. There are several stressors that players encounter due to the diverse demands they need to meet, such as successfully executing a penalty kick. These stressors can lead to psychological stress, affecting the players. This aligns with the findings of Saleh Hassan and Nazem Al-Obaidi (1990) who stated that "psychological stress is a state of negative psychological emotions that lead to discomfort and reduced determination" <sup>16</sup>. Dealing with these stressors, particularly during penalty kicks, requires cognitive and perceptual processes within individuals. These processes help clarify and interpret these stressors, leading to responses manifested through physiological and behavioral symptoms, as noted by Saad Jalal (1986) who emphasized that "psychological stress is the individual's response to demanding conditions, involving both direct physiological and psychological reactions."<sup>17</sup>

Furthermore, the feeling of self-efficacy (psychological resilience) acts as an additional resource for players, activating the body's immune mechanisms to resist challenges and achieve goals. The higher the level of psychological resilience a player possesses, the more capable they become in handling physical, skill-based, and psychological demands of the game. Their ability to achieve desired goals relies on their readiness and resilience, as well as effectively utilizing their self-capacities to excel and achieve optimal results in sports competitions. This resilience also encompasses facing failure, taking responsibility, and not giving up until desired goals are accomplished<sup>18</sup>.

#### 4.3 Presentation, Analysis, and Discussion of Results of the Correlation between Psychological Stress and Self-Efficacy when Executing Penalty Kicks in the Research Sample:

To fulfill the research objective of exploring the relationship between psychological stress and self-efficacy among the players in the research sample, the researchers sought to determine the correlation coefficient between psychological stress and self-efficacy. Table 5 illustrates this relationship.

Table (5) Shows the value of the correlation coefficient between psychological stress and sense of power among the research sample.

Variables	Calculated t value	sig	Statistical significance
Stress	-0.628	0.001	sig
Self-Efficacy			

<sup>16</sup> Saleh Hassan and Nazem Al, Obaidi 'Personality and Mental Health, Higher Education Press, Baghdad, 1990, p. 29

<sup>17</sup> Saad Galal 'Mental Health of Mental Illness and Behavioral Deviations, Dar Al-Fikr Al-Arabi, Cairo, 1986, p. 53.

<sup>18</sup> Mohamed Saeed Halawa: The Road to Psychological Flexibility, Gulf Children with Special Needs, Dar Al-Kutub for Publishing, Cairo, Egypt, 2011, p. 55.

- significant if sig ( $\geq$ ) 0.05

Table (5) shows the calculated correlation coefficient between psychological stress and self-efficacy, with a value of (-0.628) at a significance level of (0.001), which is lower than the significance level (0.05). This indicates a significant inverse correlation between psychological stress and self-efficacy. In other words, an increase in psychological stress experienced by players due to numerous factors, including training load, challenging situations, and competition-related concerns, especially when a penalty kick could determine victory, negatively affects their sense of self-efficacy and self-confidence. Consequently, this impact influences their execution of penalty kicks.

(Rapid reactions, anger, and nervousness are factors that contribute to lowering a player's performance level. Therefore, soccer competitions require positive and effective interaction between coaches and players, as players continuously perceive their coaches' resilience. This requires having the ability to endure and deal with diverse and challenging situations that demand patience, resistance, and handling difficult stress)<sup>19</sup>.

4.4 Presentation, Analysis, and Discussion of the Results of the above (differences) between the scores of the scales before the application of guidelines and instructions, and the scores of the scales after the application of guidelines and instructions on team coaches.

To achieve the research objective of understanding the impact of guidelines and instructions on psychological stress and feelings of capability among the research sample, the researchers sought to find values (t) to indicate the differences between the scores of the scales before and after the application of guidelines and instructions. Table (6) illustrates this.

Table (6)

Variables	Before application		After application		M	SD	Calculated T value	sig	Statistical significance
	M	±SD	M	±SD					
Stress	79.67	9.219	68.15	4.419	11.52	8.498	16.623	0.000	sig
Feeling of power	60.23	7.815	71.24	5.375	11.01	7.194	18.756	0.000	sig

- significant if sig ( $\geq$ ) 0.05

Table (6) illustrates the value (t) indicating the differences between the scores of the psychological stress and capability scales among the research sample before the application of guidelines and instructions, and after the application of the psychological counseling program that the researchers established for team coaches under study. These instructions continued for two months, with two counseling sessions per week, totaling sixteen psychological counseling units. These sessions focused on teaching coaches how to manage their players during penalty kick situations and how to effectively handle various psychological stress. The researchers affirm that these psychological guidelines and coaching instructions contributed positively to improving the mental well-being of players.

<sup>19</sup> Muhammad Jassam Arab and Hussein Ali Kazim: Sports Psychology, 1st Edition, Najaf, Dar Al-Diaa Printing, 2009, p. 96.

The training aimed to teach players how to deal calmly and emotionally balanced with psychological stress, tension, and challenges they face, allowing them to maintain emotional equilibrium. This enhanced emotional control contributes to players' ability to assess themselves better. The researchers also observe that coaches' choice of a confrontational and challenging approach for their players in facing stress situations during penalty kicks, based on their experience, had a positive impact in reducing players' psychological stress. Encouraging players to distance themselves from the fear of failure in penalty kick execution diminished players' anxiety and subsequently lowered the psychological stress.

The researchers also note that the cooperative environment fostered by the coaches among players, tailored according to specific levels of psychological stress, positively affected the players without inducing tension. As a result, players were more attentive when executing penalty kicks.

The psychological state of a soccer player is a crucial aspect that has garnered significant attention from coaches and experts in the field. The player's psychological state has a considerable impact, whether positively or negatively, on their performance. Soccer players bear numerous responsibilities, including the stress of competitions and their allure, as well as the expanding fan base and the players' desire to meet its expectations. Furthermore, all teams share the same ambition to secure championships, leading to a range of emotional responses.

As outlined above, players shoulder responsibilities that they strive to fulfill in pursuit of their goals. With increasing responsibilities, their efforts intensify, exposing them to psychological stress and emotions that can affect both the player's individual performance and the team's performance negatively within competitive events. These competitive challenges often yield fewer desirable outcomes for the team.<sup>20</sup>

The stress that soccer players face due to competitive circumstances and the sensitivity of matches, along with their significance, transform the player's experience. This aligns with the researchers' perspective, which coincides with that of (Mohammed Hassan Alawi, 1998), who stated that "psychological stress are distressing emotional states that players seek to avoid. They have a negative impact on performance through excessive muscular and nervous tension. Moreover, these stress narrows the player's focus and negatively affects their attention and concentration."<sup>21</sup>

## 5. Conclusions and Recommendations

### 5.1 Conclusions:

Based on the presented and discussed results, the researchers have reached the following conclusions:

- 1 .The effectiveness of the psychological counseling program, which included psychological and training guidelines and instructions developed by the researchers for penalty kick execution, had a positive and effective role in reducing psychological stress and increasing the sense of capability among the research sample.
- 2 .The constructed scales by the researchers proved their validity in measuring psychological stress and the sense of capability during penalty kick execution among the research sample.

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<sup>20</sup> Amer Saeed Al, Khikani 'The Psychology of Football', 1st Edition, Arab Society Library for Publishing and Distribution, Amman, 2011, p. 309.

<sup>21</sup> Mohammed Hassan Allawi 'Introduction to Sports Psychology', 1st Edition, Book Center for Publishing, Cairo, 1998, p. 401.

3 .The research sample's levels of psychological stress and capability during penalty kick execution were focused within the moderate range.

4 .The results established a significant inverse correlation between psychological stress and the sense of capability during penalty kick execution.

## 5.2 Recommendations:

Considering the conclusions drawn from this study, the following recommendations are made:

1 .Implement the guidelines and instructions prepared by the researchers and incorporate them into training programs for young players and training units. This aims to effectively reduce psychological stress and enhance the sense of capability, particularly during penalty kick execution.

2 .Utilize the measures employed in this study as tools for measuring psychological stress and enhancing the sense of capability during penalty kick execution, especially for young players.

3. Organize training courses for coaches focused on concepts of mental health, psychological stress experienced by players, and strategies for dealing with this stress. The aim is to elevate the sense of capability among young players when executing penalty kicks.

4. It is essential for coaches to focus on exposing young players to conditions resembling actual gameplay or situations close to penalty kick execution during practice matches or friendly games. This exposure enables young players to adapt to the psychological stress they face in competitive scenarios or while executing penalty kicks. This adaptation aims to enhance their effective psychological alignment and positive confrontation of such stress, leading to an increased sense of psychological capability during penalty kick execution.

5. Club management should prioritize the psychological aspect of young players, with involvement from coaches and administrative bodies. This involves boosting their sense of capability by elevating self-esteem, fostering self-motivation, and encouraging players to perform at their best during penalty kick execution.

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