

ORIGINAL ARTICLE



The Effect of Psychologist Absence During Sports Training on Some Psychological Aspects of Basketball Players

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ABSTRACT

Background. Although research papers discuss the domain of sports psychology are plenty, this paper addresses the effect of the absence of a psychologist during sports training on basketball players' performance. **Objectives.** The purpose of this study was to determine the impact of the absence of a psychologist during sports training on basketball players in the Jerusalem Governorate. Given the importance and nature of this study, the researchers used the descriptive approach in the survey method. Basketball players who were officially affiliated with sports clubs in Palestine for the 2018/2019 sports season constitute the research community. **Methods.** The participants consisted of 41 players. The study revealed that the absence of a psychologist affects the players before, during, and after training and competition. **Results.** It also showed that there were no statistically significant differences in the players' attitudes towards the impact of the absence of a psychologist during sports training on basketball club players in the Jerusalem governorate due to the club degree variable. The findings showed that there were statistically significant differences in the players' attitudes towards the impact of the absence of the psychologist in favor of the club's category. **Conclusion.** The researcher also concluded that need of working to provide a sports psychologist in sports clubs to support players before and during the sports training process and after sports competitions, and the necessity of holding workshops and training courses for workers in the sports field.

KEYWORDS: *Sports Psychologist, Psychological Preparation, Emotional Preparation, Cognitive Preparation.*

INTRODUCTION

Athletic training in general and psychological preparation, in particular, have a significant impact on developing competencies and improving the reactions of the players to reach optimal performance of the players and their best levels (1, 2) through identifying the psychological and personal factors of each athlete, conducting psychological, emotional tests and daily observation, and the creation of a physical program linked to a psychological training plan by the trainer based on psychological requirements, despite the trainers' inability to

control its variables and coordinate in practice, in the so-called methods of psychological training and methodologies followed (3, 4).

Röthlin et al. (5) believe that "psychological preparation considers every component of a group of components, where the personality is one of the most important of these components, emotions must be given great importance because of their direct impact on the athlete's reaction". Soleimani and Ben Abbas (6) indicated that psychological preparation is those processes that show the best behavior that integrates positively with both the

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skill and tactical performance of the players and the game, whether physical, skill, or tactic, as well as bringing the player to the best psychological and moral state. Psychological preparation is divided into long-term psychological preparation, which is the recommendation, guidance, and facing the problems that they encounter throughout their practice of sports. As for the short-term psychological preparation for the player, it is the direct preparation of the player or the game before his actual participation in sports competitions to focus on preparing and directing him in a way that allows him to mobilize all his psychological energies so that he can exploit it to the highest possible extent during the matches (7).

The findings of Manuel et al. revealed that the coach's psychological role influences the team's reaction during basketball competitions, and that psychological preparation plays a significant role in improving the team's results, as well as the need for coaches to pay attention to the psychological side in addition to the physical and technical aspects.

According to Heydari et al. (8), psychological counseling in sports is not an easy or direct task, but it is a huge duty that requires the concerted efforts of the players and those who work with them, as well as the players' families, relatives, and friends.

The significance of the study is to pay attention to psychological issues, as many sports clubs are working to provide psychologists to follow up on players psychologically because of this impact on the player's performance. This is indicated by studies and research on the important role of psychological and sports counseling in achieving self-confidence, as stated in the study of Apple et al. (2020), Castro-Sánchez et al. (2018), Miçoogulları (2016) and Almani (2013) (9-12) in team Games basketball & football and volleyball games, improving the level and increasing the positive results for players, as well as the Amine study (13), which aimed to reveal the relationship between sport psychological preparation and competitive performance in Algeria, and this is what we see in big clubs and some teams (14).

Due to the poor financial capabilities of the Palestinian clubs, it's been noticed that the coach performs several functions represented in preparing the players in terms of physical and skill and setting plans and programs. The problem of the study lies in the researchers' observation,

(based on their field and specialized experiences in the field of basketball and team games), that in the absence of a psychologist in Palestinian clubs, and that the coach performs all roles, also there is a great weakness in psychological guidance and psychological preparation during the sports training process (15), whether in the training period or sports competitions, in addition to a big difference in the capabilities of the coach or his assistant and even his administrative staff, and between the ability of the psychologist in the process of guidance and psychological guidance (15-17). This prompted the researchers to conduct a study on the role of the absence of a psychologist on the performance of players. Hence the importance of the applied study in drawing the attention of those in charge of sports clubs to the importance of having a sports psychologist within the club to follow up on the players' psychological problems before, during, and after training and sports competitions, especially in basketball.

This study aimed to identify the impact of the absence of a psychologist on basketball club players in Palestine from the players' point of view and the impact of the absence of a psychologist of basketball club players in Palestine, according to the study sample variables (degree, age group). Therefore, in this study, we sought to clarify What is the impact of the absence of a psychologist of basketball club players in Palestine from their point of view. What is the impact of the absence of a psychologist on basketball club players in Palestine according to the study sample variables (degree, age group)?

MATERIALS AND METHODS

Study Methodology. The descriptive analytical method was adopted to prepare this study for its relevance to the objectives of the study. The questionnaire was prepared as a tool for collecting study data.

Participants. The study sample consisted of 41 basketball players who are officially registered for Jerusalem clubs, and they were chosen by a random sampling method (Table 1).

Study tool. To achieve the objectives of the study, the researchers developed the questionnaire through theoretical literature and previous studies related to the subject of the study. The questionnaire, in its final form, consisted of three domains:

- The impact of the absence of a psychologist on the psychological preparation of players.

- The impact of the absence of the psychologist on the emotional preparation of players.
- The impact of the absence of the psychologist on the cognitive preparation of players.

A five-point Likert Scale was adopted to determine the degree of measurement for each item of the questionnaire as follows: Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1).

Table 1. Shows the characteristics of the sample

Variable	Category	Number	Percentage
Degree	Professional	14	34.1
	semi-pro	13	31.7
	Second degree	7	17.1
	Third degree	7	17.1
	Total	41	100
Category	First team	15	36.6
	Youth	11	26.8
	Juniors	8	19.5
	Cubs	7	17.1
	Total	41	100

Tool Validity. The researchers verified the validity of the questionnaire in two ways:

The veracity of the arbitrators: The researchers presented in the questionnaire to a group of arbitrators and experts in this field, to modify and check. The researchers responded to their viewpoint and the necessary deletions and modifications were made in light of the proposals presented, and thus the questionnaire came out in its final form.

Scale validity: (Internal consistency): Internal consistency validity means of the consistency of each paragraph of the questionnaire with the domain to which this paragraph belongs.

It is clear from the findings of the correlation coefficient (Pearson) in [Table 2](#) that the probability value (P) of all the domain paragraphs is less than the significance level (0.01). This means that there is a correlation between all the paragraphs of the domain and the total degree of the domain, which means that it is characterized by high consistency and that the paragraphs of the axis cover the goal of the axis and achieve it.

It is clear from the findings of the correlation coefficient (Pearson) in [Table 3](#) that the probabilistic value (P) of all the domain paragraphs is less than the significance level (0.01), this means that there is a correlation between all the paragraphs of the domain and the total degree of the domain, which means that it is characterized by high consistency and that the axis paragraphs cover and achieve the objective the axis.

It is clear from the findings of the correlation coefficient (Pearson) in [Table 4](#) that the

probabilistic value (P) of all the domain paragraphs is less than the significance level (0.01), this means that there is a correlation between all the paragraphs of the field and the total degree of the field, which means that it is characterized by high consistency and that the axis paragraphs cover and achieve the objective of the axis.

Structural Validity: It means the extent to which each of the study axes is related to the overall degree.

It is clear from the findings of the correlation coefficient (Pearson) in [Table 5](#) that the probabilistic value (P) of all tool domains is less than the significance level (0.01), this means that there is a correlation between all the paragraphs of the domain and the total degree of the domain, which means that it is characterized by high consistency, and that the paragraphs of the axis cover and achieve the goal of the axis.

Tool Reliability. The reliability of the study tool was verified by calculating the reliability coefficient of Cronbach's alpha, where the value of the reliability coefficient of the study tool was (0.85), and the reliability coefficient was calculated for the axes of the study tool, the following table shows the number of paragraphs of the study axes and the value of the reliability coefficient for each axis and the total score.

The stability coefficients in [Table 6](#) indicate that the study tool has good reliability and this is an indication of the validity of the study tool as it can be used again at a different time and place.

Table 2. The correlation coefficient between each of the paragraphs of the first domain (the impact of the absence of the psychologist on the psychological preparation of players) and the total score of the domain

Number	Phrase	Pearson correlation coefficient	p
1	I am bothered by the club's lack of interest in providing a sports psychologist for the players	.466**	<0.001
2	I do not find anyone to turn to relieve the psychological burden of defeat	.585**	<0.001
3	I feel that I need someone to understand my psychological state before, during, and after the competition.	.591**	<0.001
4	I find that my low-level results from a lack of psychological preparation for the match	.726**	<0.001
5	It bothers me that my coach considers the psychological aspect of being secondary in preparing players	.501**	<0.001
6	I believe that the psychological aspect is the main influence in my performance in competitions.	.399**	<0.001
7	I think it is necessary to pay attention to the psychological aspect of the players, as well as the physical and skill aspect	.559**	<0.001
8	I have suffered from a loss of self-confidence right before the competition.	.614**	<0.001
9	I can control the level of tension and adjust it according to the difficult conditions of the competition	.608**	<0.001

** Statistically significant at significance level 0.01

Table 3. The correlation coefficient between each of the paragraphs of the second domain (the impact of the absence of the psychologist on the emotional preparation of players) and the total score of the domain

Number	Phrase	Pearson correlation coefficient	p
1	I feel the need to constantly monitor my psychological state before the competition.	.366**	<0.001
2	I feel anxious when important competitions approach	.363*	<0.001
3	I struggle with my coach not paying attention to my muscle tension before the competition.	.509**	<0.001
4	I see the need to provide psychological support to raise the level of my performance in the competition.	.389**	<0.001
5	I am afraid of failure and losing control of my performance when the competition approaches.	.554**	<0.001
6	With the pressure on the opponent continuing, I can't control my emotions.	.610**	<0.001
7	I miss emotional preparation before, during and after the match.	.563**	<0.001
8	I feel the urgent need to prepare emotionally during training	.549**	<0.001

** Statistically significant at significance level 0.01

Table 4. The correlation coefficient between each of the paragraphs of the third domain (the impact of the absence of the psychologist on the cognitive preparation of players) and the total score of the domain

Number	Phrase	Pearson correlation coefficient	p
1	I miss the cognitive preparation related to the psychological aspect.	.75**	<0.001
2	My coach helps me learn information related to the psychological aspects.	.63**	<0.001
3	My coach helps me gain psychological skills through a special training program.	.67**	<0.001
4	The Psychological Preparation Program helps me learn and acquire motor skills.	.70**	<0.001
5	I can control the negative thoughts I have faced before the competition.	.58**	<0.001
6	I use positive statements for self-talk on the competition site.	.60**	<0.001
7	I believe that the absence of a psychologist affects the cognitive numbers of players.	.79**	<0.001
8	The absence of a psychologist affects the performance of the players.	.59**	<0.001

** Statistically significant at significance level 0.01

Study Procedures. The researchers built the questionnaire based on the previous theoretical literature and then refereed by specialists,

distributing the questionnaire in its final form to the study sample, which is the basketball players in Jerusalem clubs, and the researchers verified its

validity and reliability through the (SPSS) program. Finally, reaching the findings of the study, and making recommendations based on these findings.

To answer the questions of the study, arithmetic means and standard deviations were used for each item and the total score. To interpret the findings, the following averages were used in (Table 7).

Table 5. The correlation coefficient between each domain of study and the total score

Domain	Pearson correlation coefficient	p
The impact of the absence of the psychologist on the psychological preparation of players	.537**	<0.001
The impact of the absence of the psychologist on the emotional preparation of players	.489**	<0.001
The impact of the absence of the psychologist on the cognitive preparation of players	.614**	<0.001

**Statistically significant at significance level 0.01

Table 6. Cronbach's alpha coefficients for domains of study and total score

Domain	Reliability coefficient	Paragraphs are numbered
The impact of the absence of the psychologist on the psychological preparation of players	0.8	9
The impact of the absence of the psychologist on the emotional preparation of players	0.77	8
The impact of the absence of the psychologist on the cognitive preparation of players	0.81	8
Total tool	0.85	25

Table 7. Answer Key

Arithmetic averages	Degree
(1 - 2.33)	Low degree
(2.34 – 3.66)	Medium degree
(3.67 - 5)	High degree

RESULTS

Table 8 indicates the axis of the impact of the absence of the psychologist on the players in

terms of psychological preparation & emotional preparation & cognitive preparation.

Table 8. Arrangement of axes according to arithmetic averages and standard deviations

Domain	Arithmetic mean	Standard deviation
The impact of the absence of the psychologist on the psychological preparation of players	3.7	0.64
The impact of the absence of the psychologist on the emotional preparation of players	3.52	0.77
The impact of the absence of the psychologist on the cognitive preparation of players	3.18	0.44
Total tool	3.47	0.49

The data in the above table indicate that the axis of the impact of the absence of the psychologist on the players in terms of psychological preparation was more important with an arithmetic average of 3.70, than the axis of the impact of the absence of the psychologist on the players in terms of emotional preparation, with an average of 3.52, finally the axis of the impact of the absence of the psychologist on the players in terms of cognitive preparation, with an arithmetic mean of 3.18, while the total score was 3.47, which is an average score.

Table 9 shows the results of the most important paragraphs "I do not find anyone to turn to relieve the psychological burden when defeating", and the paragraph "I feel that I need someone to understand my psychological state before, during and after the competition" with an average score of 4.10, which is a significant degree.

- Followed by the paragraph "I am bothered by the club's lack of interest in providing a sports psychologist for the players", with an average of 4.07, which is a significant degree. The least

agreeable paragraphs were "I have suffered from a loss of self-confidence directly before the competition", with an average of 2.83, which is a

medium score, and a total score of 3.70, which is a significant score.

Table 9. Arithmetic averages and standard deviations (the impact of the absence of the psychologist on the psychological preparation of players), for the study paragraphs arranged in order of importance

Number	Phrase	Arithmetic mean	Standard deviation	Degree
2	I do not find anyone to turn to relieve the psychological burden of defeat.	4.1	0.92	High
3	I feel that I need someone to understand my psychological state before, during, and after the competition.	4.1	0.94	High
1	I am bothered by the club's lack of interest in providing a sports psychologist for the players.	4.07	1.06	High
7	I think it is necessary to pay attention to the psychological aspect of the players, as well as the physical and skill aspects.	3.93	0.91	High
5	It bothers me that my coaches consider the psychological aspect of being secondary in preparing players.	3.8	0.95	High
6	I see that the psychological aspect is the main influence on my performance in competitions.	3.68	0.96	High
4	I find that my low-level results from a lack of psychological preparation for the match	3.44	0.9	High
9	I can control the level of tension and adjust it according to the difficult conditions of competition.	3.37	1.09	High
8	I have suffered from a loss of self-confidence right before the competition.	2.83	1.26	High
Total		3.7	0.64	High

Table 10 shows the most important paragraph "I see the need to provide psychological support to raise my performance level in the competition", with a mean of 3.93, which is a significant degree.

- Followed by the paragraph "I feel anxious when important competitions are approaching",

with an average of 3.80, which is a significant degree.

- The least agreeable paragraphs are "With the continuation of the competitor's pressure, I cannot control my emotions", with an average of 2.90, which is an average score, and a total score is 3.52, which is an average score.

Table 10. Arithmetic averages and standard deviations (the impact of the absence of the psychologist on the emotional preparation of players), for the study paragraphs, arranged in order of importance

Number	Paragraph	Arithmetic mean	Standard deviation	Degree
4	I see the need to provide psychological support to raise my level of performance in the competition	3.93	0.91	High
2	I feel anxious when important competitions approach	3.8	1.05	High
1	I feel the need to constantly monitor my psychological state before the competition	3.71	1.01	High
8	I feel an urgent need to pay attention to my emotional preparation during training	3.59	1.02	Medium
3	I struggled with my coach not paying attention to my muscle tension before the competition	3.51	1.1	Medium
7	I miss emotional preparation before, during, and after the match	3.44	1	Medium
5	I'm afraid of failure, and losing control of my performance when the competition approaches	3.24	1.16	Medium
6	With the pressure on the opponent continuing, I can't control my emotions	2.9	1.24	Medium
Total		3.52	0.77	High

The results from Tables 11 and 12 show the most important paragraphs are: "I see that the absence of the psychologist affects the cognitive preparation of the players", and the paragraph "The absence of the psychologist affects the performance of the players", with an arithmetic average of 4.20, which is a large degree. Followed by the paragraph "I miss the cognitive preparation related to the psychological aspect", with a mean of 3.39, which

is an average degree. The least agreeable paragraphs were "My trainer helps me acquire psychological skills through a training program of its own", with an average of 2.41, which is an average degree, and a total score of 3.18, which is an average degree.

The one-way analysis of variance test was used to measure the significance of the differences in the arithmetic averages of the total score due to the two variables (degree, and category). As in Table 13.

The data in the previous table show that there are no statistically significant differences at the significance level $\alpha = 0.05$ due to the degree varies in the players' attitudes towards the effect of the absence of a psychologist on basketball club players in Palestine because the statistical significance level is greater than 0.05. There are

statistically significant differences at the significance level $\alpha = 0.05$ in the players' attitudes towards the effect of the absence of a psychologist on basketball club players in Palestine (west bank) due to the category variable, because the statistical significance level is less than 0.05, in favor of the category (cubs).

Table 11. Arithmetic averages and standard deviations (the impact of the absence of the psychologist on the players in terms of cognitive preparation), for the study paragraphs arranged in order of importance

Number	Paragraph	Arithmetic mean	Standard deviation	Degree
7	I see that the absence of a psychologist affects the cognitive preparation of the players.	4.2	0.9	High
8	The absence of a psychologist affects the performance of the players	4.2	0.9	High
1	I miss the cognitive preparation related to the psychological aspect	3.39	1.09	Medium
6	I use positive statements for self-talk on the competition site.	3.07	1.33	Medium
5	I can control the negative thoughts I have faced before the competition.	2.95	1.07	Medium
2	My coach helps me learn information related to the psychological aspects	2.66	1.11	Medium
4	The Psychological Preparation Program helps me learn and acquire motor skills.	2.54	0.95	Medium
3	My coach helps me gain psychological skills through a special training program	2.41	0.95	Medium
Total		3.18	0.44	Medium

Table 12. Arithmetic averages and standard deviations according to the two variables (degree, category)

Axis	Degree	Number	Arithmetic mean	Standard deviation
The effect of the absence of a psychologist on basketball club players in Palestine	Professionals	14	3.41	0.56
	Semi-pro	13	3.53	0.49
	Second degree	7	3.57	0.36
	Third degree	7	3.39	0.49
	Total	41	3.47	0.49
Axis	Category	Number	Arithmetic mean	Standard deviation
The effect of the absence of a psychologist on basketball club players in Palestine	First team	15	3.59	0.4
	Youth	11	3.12	0.56
	Juniors	8	3.53	0.48
	Cubs	7	3.71	0.31
	Total	41	3.47	0.49

Table 13. The results of the one-way analysis of variance test to measure the significance of the differences in the arithmetic averages of the total degree due to the two variables (degree, category)

Axis	Contrast source	Sum of squares	Degrees of freedom	The average sum of squares	(f) Value	p
The impact of the absence of a psychologist on basketball club players in Palestine	Between groups	0.2	3	0.07	0.26	0.85
	Within groups	9.23	37	0.25		
	Total	9.42	40			
Axis	Contrast source	Sum of squares	Degrees of freedom	The average sum of squares	(f) value	p
The impact of the absence of a psychologist on basketball club players in Palestine	Between groups	1.97	3	0.66	3.27	0.03*
	Within groups	7.45	37	0.2		
	Total	9.42	40			

*Statistically significant at significance level 0.01

DISCUSSION

The study examined the hierarchy of the study axes based on their importance. The results for Tables 8-13 shown that the axis related to the impact of the psychologist's absence on players' psychological preparation with an average score of 3.70. Secondly, the axis concerning the impact of the psychologist's absence on players' emotional preparation with an average score of 3.52. Thirdly, the axis associated with the impact of the psychologist's absence on players' cognitive preparation with an average score of 3.18.

Researchers believe that paying attention to the psychological aspect of players is one of the important success factors in achieving positive results and that the absence of a psychologist causes weakness or lack of psychological preparation for players, which increases psychological pressure on them and sometimes loses focus during the competition and leads to the occurrence of rush and emotions which negatively affect the player's performance during the competition (18). Also, the absence of a psychologist leads to a lack of knowledge of the player about psychological preparation, which makes him behave during the competition in a way that affects his performance and the performance of the team as a whole. This result agrees in part with the study of John S (19) and Abdali (20), which concluded that the psychological counseling process is a joint process between the coach and the players, in addition to that psychological counseling represents the basic rule for training to acquire psychological and mental skills.

Regarding the absence of a psychologist, the study established several key findings. Players reported feeling the need for psychological support to cope with defeat, and they desired someone who could understand their psychological state before, during, and after competitions, with an average score of 4.10. Additionally, players expressed annoyance at the club's failure to provide a sports psychologist, scoring an average of 4.07.

Researchers believe that the absence of a psychologist causes a psychological vacuum so that the player finds himself in front of psychological pressure without assistance. The psychologist has the knowledge and experience to help the players overcome psychological pressure, so the absence of the psychologist increases the feeling of anxiety and tension among the players, especially in situations in which the results are

negative or when the competition is intense and fateful for the team, the player in these cases needs psychological support, and this result agrees in part with the various study which indicated that the psychological role of the sports coach affects the team's performance during football competitions, also the psychological preparation plays a major role in improving team results (4, 10, 21-24).

Moreover, the absence of a psychologist resulted in a direct negative impact on players' self-confidence before competitions, with an average score of 2.83. It was also confirmed that providing psychological support is crucial for enhancing players' performance, scoring an average of 3.93. Players experienced anxiety when important competitions approached due to the psychologist's absence, with an average score of 3.80.

Furthermore, the absence of a psychologist, coupled with the pressure from competitors, led players to lose control of their emotions, with an average score of 2.90. The study highlighted that the cognitive preparation of players is affected by the absence of a psychologist, which, in turn, influences their performance, scoring an average of 4.20. Additionally, players reported losing cognitive preparation related to the psychological aspect due to the psychologist's absence, with an average score of 3.39.

Researchers believe that sports players are exposed to great psychological pressure before, during, and after the competition, and these pressures may be caused by the importance of the competition, by the administration, or by the media. It results in the player's inability to control his psychological emotions, which may take him out of the competitive atmosphere and focus, which negatively affects his performance, and may cause negative results. Psychological preparation is an essential part of training and preparation for competitions. This result is partly consistent with the study of Grote et al. (2015), Apple et al. (2020), and Amine et al. (2020) which indicated that short-term psychological preparation is related to obtaining sports results, and the study confirmed that lack of self-confidence is the reason for not achieving positive results (7, 9, 13).

The study also found that coaches played a role in helping players acquire psychological skills through specialized training programs, with an average score of 2.41.

The researchers believe that the psychologist inside the club serves as a source of knowledge for the players about psychological preparation, it also provides possible solutions to the psychological pressures that the players are exposed to, as the absence of a psychologist leads to increased pressure and weak players' ability to deal with it, as a result of their lack of knowledge in this issue, this negatively affects the performance of the players, especially since the sports coach is usually busy in the aspects of physical and skill preparation for the players, also the coach himself in many clubs does not have the ability and experience to manage the psychological pressures the players are exposed to.

This result partially agrees with the study of Sivrikaya (2018), Grote et al. (2015), Castro-Sánchez et al. (2018), and Miçooğulları (2016) which confirmed that psychological counseling has an effective role in achieving and enhancing self-confidence in football players, as well as in improving the level and increasing positive results (1, 7, 10, 11).

Regarding attitudes towards the impact of the psychologist's absence on basketball club players in Palestine, the study indicated that there were no statistically significant differences based on the players' degree variable. However, statistically significant differences were found based on the players' category variable, with the "clubs" category showing a more favorable attitude towards the psychologist's presence.

Researchers believe that players of different sports and different clubs, degrees, and classifications, are all exposed to psychological pressures that result from training and competition between clubs and players, even within the same team. All players need psychological support and guidance to overcome these pressures, regardless of the degree to which the player performs, While young players usually lack experience, flexibility, and the ability to deal with stress and control emotions, they need more of a psychologist to provide psychological support for them (14, 22, 24).

CONCLUSION

By presenting and discussing the results, the researchers concluded that there is a necessity for the

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presence of a psychologist, whom players resort to due to various psychological influences and pressures on them from competition or training. Also, a clear lack of interest on the part of the coaches in the psychological aspect of the players. This led to a clear weakness through the lack of competitions aimed at psychological support and the lack of use of psychological skills by coaches. Therefore, what the study showed was poor communication between players and club management, and the lack of psychological and material needs of players.

APPLICABLE REMARKS

- The necessity of working to provide a sports psychologist in sports clubs.
- Provide psychological support to players before and during the sports training process and after sports competitions.
- Increase the coaches' attention to the psychological aspects of the players and provide participation in sports competitions.
- Provide the players with psychological skills, through training and educational meetings.
- Enhance communication between players and club management, and work to provide all the psychological and material needs of the players.
- The necessity to provide the findings of this study to the Federation concerned with the game and the Olympic Committee.
- The necessity of holding workshops and training courses for workers in the sports field, particularly basketball, and various sports.

AUTHORS' CONTRIBUTIONS

Study concept and design: All Authors. Acquisition of data: Waleed Shaheen. Analysis and interpretation of data: All Authors. Drafting the manuscript: Majed El-Saleh. Critical revision of the manuscript for important intellectual content: All Authors. Statistical analysis: Esam Abu-Shihab. Administrative, technical, and material support: All Authors. Study supervision: Majed El-Saleh.

CONFLICT OF INTEREST

There are no conflicts of interest.

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