

pedagogical book

SPORT PSYCHOLOGY



Directed to Students
First Year Common
Core Basic Training

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2025



Dedication

All praise is to Allah,
who illuminated our path with knowledge and wisdom,
aided us in fulfilling this duty,
and granted us success in accomplishing this work.

I dedicate this effort
To those whom words cannot do justice,
To hearts that soar beyond the reach of gratitude,
My beloved parents—may Allah make them my shelter and safety...

To my steadfast support, all my siblings...
To my honorable family...
To all my friends, and companions on this journey...

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Introduction

Abnormal psychology stands as a vital branch of psychology, dedicated to the study and understanding of psychological and behavioral disorders that individuals may encounter throughout their lives, this field is essential for interpreting the changes in thinking, emotions, and behaviors when a person faces psychological challenges that significantly impact their quality of life, where researchers and specialists in abnormal psychology delve into the factors-biological, psychological, and social-that contribute to these disorders, seeking effective treatments to mitigate their negative effects.

Psychological disorders are not merely individual cases limited to the affected person; they profoundly affect their social and family environment, and society at large, therefore, the importance of studying this field extends beyond classifying disorders or identifying symptoms to researching how to treat these disorders through psychological therapies or medical interventions.

While individuals may face psychological challenges at various life stages, a deep understanding of psychological disorders empowers individuals, families, and communities to interact more effectively with these challenges, and it can also contribute to enhancing prevention efforts, halting the progression of conditions into more complex forms.

Sports psychology is a fundamental element in an individual's life, playing a major role in understanding the reasons behind abnormal behaviors of individuals, these behaviors can range from feelings of anxiety and fear, to more complex disorders such as schizophrenia or personality disorders; and by understanding these behaviors and identifying their patterns, it becomes possible not only to provide appropriate treatment, but also to develop preventive strategies to reduce their likelihood.

Book Objectives

This book aims to provide a comprehensive overview of abnormal psychology by addressing various facets of this field; the book will cover the following topics:

1. **Introduction to Sports Psychology:** We will explore the foundational concepts of this field and its historical development.
2. **Types of Psychological Disorders:** A discussion on various psychological disorders, including anxiety disorders, depression, schizophrenia, personality disorders, and other common conditions.
3. **Factors Leading to Psychological Disorders:** Examination of the biological, psychological, and social factors contributing to the development of psychological disorders.
4. **Methods of Diagnosis and Treatment:** An overview of diagnostic methods used by specialists, in addition to psychological and pharmacological treatments.
5. **Prevention and Early Intervention:** Highlighting the importance of preventing psychological disorders and methods of early intervention to minimize their negative impacts.
6. **Modern Trends in Abnormal Psychology:** A review of the latest studies and research in this field.

Chapter One: Introduction to Sports Psychology

1. History of Sports Psychology
2. Importance of Sports Psychology
3. Objectives of Sports Psychology
4. Topics of Sports Psychology
5. Relationship of Psychology with Other Sciences

Chapter One: Introduction to Sports Psychology

1. History of Sports Psychology:

The following outlines the historical features aimed at studying psychology as a vital field for sports, athletes, and researchers; the history of sports psychology dates back to 1801 AD when Germany showed interest in the psychological study of football players.

In 1898 AD, Triploit's experiment on cyclists was conducted to study individual and group performance and the effect of the audience on performance.

In 1901 AD, Gissirand's book appeared, which addressed various psychological matters related to football as well.

In 1913 AD, De Coubertin's book, titled "Essays in Psychology," was published in Paris.

In 1923 AD, the first official attempt to teach a course on psychology and sports was made by Griffith for students at the University of Illinois.

In 1925, Griffith established the first laboratory for sports research at the University of Illinois. In 1926 AD, Griffith prepared the first book on the psychology of coaching. In 1928 AD, Griffith prepared the first book on the psychology of athletics. In 1942 AD and thereafter, serious scientific works in sports psychology emerged by scholars such as Schalle in Germany, and Rudik and Puni in Russia. (Taha Ismail Hussein, 2000, p. 23)

In 1960 AD, interest began in the field of studying motor behavior, such as:

- Studies by Franklin at the University of California.
- Studies by John Lanther at the University of Pennsylvania.
- The study by Arthur Slater and Hammel at Indiana University.

In 1965 AD, the International Society of Sport Psychology (ISSP) was formed, and its first scientific conference was held in Rome; these conferences became periodic, held every four years, coinciding with the Olympic Games.

In 1966 AD, the works of Ogilvie and Tutko appeared, which marked the beginning of research and experimentation in sports psychology and the start of developing specialized scales in sports.

In 1968 AD, the North American Society for the Psychology of Sport and Physical Activity (NASPSPA) was established.

In 1969 AD, the Canadian Society for Psychomotor Learning and Sport Psychology (CSPLSP) was founded.

In 1970 AD, Kroll and Lewis indicated that as a result of Griffith's contributions, he was nicknamed the "Father of Sports Psychology in America". In 1981 AD, Henry pointed to some attempts by physical education and sports scholars to consider sports psychology as a sub-discipline within the field of sports and physical training, as the academic system of physical education includes the study of certain aspects like psychology, physiology, anatomy, and sociology, and not just their application to physical activity.

In 1985 AD, the Association for Applied Sport Psychology (AAASP) was established.

Smith indicates that sports psychology is considered a product of general psychology, evidenced by the American Psychological Association's (APA) recognition in 1976, and this recognition extended throughout Europe and the rest of the world.

In 1976 AD, Gill pointed out that although sports science and training is a multidisciplinary field that draws knowledge from various sciences, the subfields it encompasses, including sports psychology, also rely on theories, concepts, and measures from the fields of physical education and sports. (Taha Ismail Hussein, 2000, p. 25)

a) History of Sports Psychology in Egypt:

The Arab Republic of Egypt is at the forefront of Arab countries that have taken an interest in sports psychology, the subject was taught in 1951 AD at the Institute of Physical Education in El-Haram by Mohamed Hamed El-Afendy, who had studied in England.

In the 1960s, the influence of pioneering figures such as Saad Galal and Hassan Allawy appeared in several books, such as:

- "Educational Sports Psychology" in 1967 AD.
- "Psychology in Sports Training" in 1969.
- In 1975 AD, Mohamed Hamed El-Afendy's book "Sports Psychology and the Psychological Foundations of Physical Education" was published.

The year 1967 AD is considered the true beginning of sports psychology in Egypt and the Arab region, with its foundations laid by Mohamed Hassan Allawy after his return from Germany; He taught the first undergraduate course in the subject. Although psychology was a prescribed subject for second-, third-, and fourth-year students at the Higher Institute of Physical Education for Men and Women, the topics studied were a mixture of general psychology, educational psychology, and social psychology; most, if not all, were general theoretical topics with little practical application in sports education fields and were not closely related to the nature of the work of a male or female sports educator. (Emad Samir Mahmoud Al-Hakeem, 2018, p. 11)

Dr. Mohamed Hassan Allawy, after obtaining his doctorate in 1964 AD from the Academy of Physical Culture in Leipzig, specializing in sports psychology, attempted to add sports psychology to the curricula of the Higher Institutes of Physical Education for Men and Women; however, repeated attempts by the author of this book to develop the content of the psychology subject at the Higher Institutes of Physical Education were unsuccessful. They did not find acceptance among those in charge of curriculum planning for physical education institutes, nor among those teaching psychology at these institutes at that time, most of whom specialized in general psychology or educational psychology and lacked a sports cultural background.

In 1967 AD, the Ministry of Higher Education became convinced of the necessity of developing study plans and curricula at the Higher Institutes of Physical Education to better meet the demands of the era and keep pace with the latest advancements in sports culture sciences worldwide.

In 1981, Dr. Allawy prepared the publication "The Sports Psychology Teacher - Part One," which included topics on motor development and motivation in physical

education.

In the academic year 1984-1985 AD, a course on "Psychology of Motor Learning" was included in the second year of doctoral studies in physical education, and Dr. Allawy taught this course to postgraduate students in Cairo and Alexandria.

On the other hand, sports psychology has now become an important subject taught in coaching studies organized by sports federations, the Supreme Council for Youth and Sports, and the Olympic Committee. (Taha Ismail Hussein, 2000) The mid-1980s can be considered a decisive turning point in the development of sports psychology in Egypt.

In 1985, on the sidelines of the International Conference on Sport for All in Developing Countries, organized by the Faculty of Physical Education for Boys in Cairo - Helwan University, the annual meeting of the International Society of Sport Psychology was held, attended by all its members (15 members), as they, along with a group of researchers from various European countries, the United States, and Canada, contributed by presenting research and studies in sports psychology, and they also held several meetings with members of the Egyptian school of sports psychology to exchange experiences on contemporary topics.

Dr. Allawy and some colleagues from the Egyptian School of Sports Psychology also Arabized a large collection of questionnaires and scales in various fields of sports psychology, additionally, they designed several questionnaires and scales for samples of Egyptian and Arab athletes on contemporary topics in sports psychology, which constitutes a valuable asset in the field of psychological measurement in sports psychology.

This is on one hand, and on the other hand, members of the Egyptian School of Sports Psychology, who are part of the Egyptian Society for Sports Psychology, currently hold seminars to emphasize the presence of a mental conditioning coach in sports clubs to improve players' psychological level alongside their physical, skill, and tactical aspects, as a player cannot reach peak athletic form and optimal performance without attention to the psychological aspect. Al-Ahly Club of Egypt is considered the first Egyptian club to pioneer having a mental conditioning coach for the players of its sports teams in 2008 AD. (Emad Samir Mahmoud Al-Hakeem, 2018, p. 31)

2. Importance of Sports Psychology:

Due to the multiplicity of sports fields that benefit from sports psychology and its importance to them, sports psychology has transitioned from theory to application in various areas of sport, and it has become an active factor in improving and developing the performance of athletes, as sports psychology has occupied a distinguished position in the global sports system due to its encouraging and motivating effects on the sports audience, administrators, coaches, players, and fans, accordingly, my discussion will be limited to the importance of Sports Psychology. It shares with psychology in general an interest in the human being as a living entity engaged in numerous activities that interact with the environment in which they live. Humans feel, perceive, think, play, learn, cooperate, compete, challenge, and so on, exhibiting behavior that expresses the individual's personality in society in general and the sports community in particular.

The following are some basic elements of the importance and tasks of sports psychology:

- **Mental Health:** Sports psychology is concerned with mental health alongside physical health simultaneously, an anxious and hesitant athlete cannot achieve any sporting accomplishment, no matter how much they train or receive training concepts and theories, therefore, the role of this science becomes evident in identifying these psychological issues and eliminating them as much as possible through the optimal use of mental health theories.
- **Development of Personal Traits:** Sports in general, and sports psychology in particular, work to develop and modify certain personal traits in athletes, as these traits include self-confidence, cooperation, respect for rules, emotional control, responsibility, and loyalty.
- **Raising the Athletic Level:** Sports psychology contributes to increasing the level of motivation towards achieving better performance by considering the athletes' needs and desires and reminding them of the significant gains and fame they can achieve upon attaining high accomplishments.
- **Stability of Athletic Level:** Often, a player's level in training differs from their level in competition due to the absence of the psychological factor, here, the role of psychological preparation for the athlete by the sports educational psychologist

in the training program becomes apparent, to overcome the fear and anxiety that afflict the player when playing in front of an audience, especially in crucial competitions, as there is what is known as the regulation of the interaction process, where every athlete has what is called the (zone of optimal functioning); this refers to a specific range of stress or arousal that provides the best performance, which is found in most athletes when they train, however, during competition, due to hormonal secretions, hyper-arousal (or over-activity) occurs, leading to poor performance. (Emad Samir Mahmoud Al-Hakeem, p. 69)

- **Formation of Inclinations and Desires:** Sports psychology studies the inclinations, desires, and attitudes of different age groups for both genders, which helps in developing and enhancing attitudes towards practicing sports activities that serve both the individual and society.
- **Motivation for Achievement:** Sports psychology strives, through application in the sports field, to develop athletes' motivation and its role in sports performance, which is reflected in the performance and enthusiasm of individuals, instilling in them a great deal of perseverance, struggle, and seriousness in performance during training or competition; whenever an individual has a motive, the value of the incentive for success in accomplishing the work increases.
- **Selection of Psychologically Talented Individuals:** Sports psychology contributes to discovering and selecting talented athletes and taking psychological measures that help them demonstrate their true abilities in training and sports competitions; in these situations, the sports practitioner needs psychological characteristics to enable the talented individual to respond correctly to changing situations during sports activity, as well as special aptitudes for practicing specialized sports; these are assessed by sports psychology specialists who accompany players during training in clubs, sports schools, and talent centers, to improve their performance based on sound beliefs according to psychological determinants and criteria.
- **Striving for Sports Investment:** Sports psychology contributes to the economic development of countries, as we cannot ignore the economic impact on countries and how the economic situation of all countries in the world is affected, as the proper and integrated development of an athlete from a psychological, physical, skill, and tactical perspective is considered an economic project for each

individual, generating high financial income in hard currency, which contributes to raising the national income of countries by investing in these players and preparing them appropriately for professional careers in European and international leagues in various sports. (Taha Ismail Hussein, 2000)

- **Contribution to Scientific Research:** The athletic behavior of an individual is, in all cases, human behavior exhibited by a person while practicing sports activities in all its different stages. Psychology scientifically researches to improve human behavior by studying the psychological traits of athletes and their changes, on the other hand, sports psychology, through internal research and work on mental processes and performance, aims to answer various scientific problems related to the athletes' abilities that affect their performance and progress toward winning championships.
- **Contribution to the Development of Human and Social Relations:** Focusing on improving individuals' behavior works to increase mutual human and social relations among individuals in a team group, which affects the improvement of team results and raises the morale of all team members, achieved through social communication, research into the social behavior of individuals, finding solutions to behavioral problems, and working to quickly address them by benefiting from sports psychology and its impact on contributing to the development of human and social relations for the sports system working in the sports field. (Emad Samir Mahmoud Al-Hakeem, 2018, p. 17)

Table (1): Key Elements of the Importance and Tasks of Sports Psychology

1. *A summary table of the main points*

No.	Element / Task	Core Description (Objective)
1	Mental Health	Concerned with the athlete's mental health alongside physical health, diagnosing psychological obstacles (like anxiety and hesitation) and working to resolve them.
2	Development of Personal Traits	Developing and modifying positive personality traits such as self-confidence, cooperation, emotional control, responsibility, and loyalty.
3	Enhancing Athletic Level	Increasing motivation to achieve better performance by focusing on the athlete's needs and reminding them of

		potential gains and fame.
4	Stabilizing Athletic Performance	Achieving the athlete's psychological balance to ensure consistent performance in competitions as in training, through the concept of the "Zone of Optimal Functioning" and managing over-arousal during competition.
5	Formation of Inclinations and Desires	Studying the attitudes and inclinations of different age groups towards practicing sports activities, and developing them to serve the individual and society.
6	Achievement Motivation	Developing athletes' achievement motivation, which instills perseverance and seriousness in performance during training and competition.
7	Selection of Psychologically Talented Individuals	Contributing to the discovery of athletic talent and taking psychological measurements to help individuals demonstrate their true abilities, assessing specific psychological aptitudes.
8	Striving for Sports Investment	Contributing to economic development by preparing the athlete as a comprehensive "economic project" that generates financial income and hard currency, raising national income.
9	Contribution to Scientific Research	Researching the psychological traits of athletes and their changes to improve sports behavior and answer scientific problems related to their abilities and progress.
10	Development of Human and Social Relations	Improving individual behavior to increase social cohesion within the team, reflecting on collective results and morale through studying social behavior and solving related problems.

3. Objectives of Sports Psychology:

a. Sports Behavior:

Understanding and explaining sports behavior, identifying the reasons for its occurrence, and the factors that influence it.

b. Prediction of Behavior:

Predicting what sports behavior will be, based on knowledge of the existing relationships between sports phenomena related to this field.

c. Control of Sports Behavior:

Controlling sports behavior by modifying, directing, and improving it towards what is desirable; often, opinions revolve around methods for raising children in sports, making friends, and influencing others.

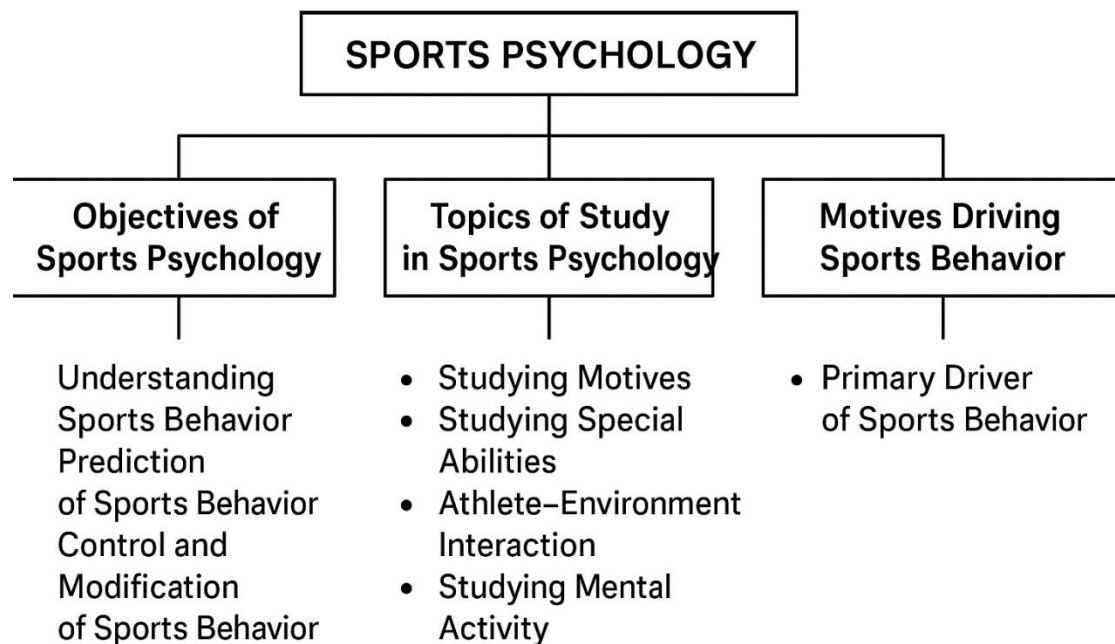


Figure 1. Conceptual Framework of Sports Psychology

4. Topics of Sports Psychology:

Sports psychology investigates the study of sports behavior through:

- a. Studying the motives that drive sports behavior.
- b. Studying the special aptitudes and abilities of the athlete.
- c. The interaction between the athlete and their sports environment.
- d. Studying the mental activity originating from the athlete.

a. Study of Motives that Drive Sports Behavior:

Motives are considered one of the most important topics that sports psychology is interested in studying and researching because they are the primary driver of an individual athlete's behavior, they are the forces that lead people to do what they do in terms of work or sports activity, therefore, the sports educator, sports psychologist, or sports coach is interested in studying them to know why an individual athlete chooses to practice this type of sports activity over another, as this helps the educator or sports coach in preparing the athlete to reach higher sports levels.

Intended meaning of Motives:

They are the internal forces that move the individual towards achieving a specific goal.

b. Study of the Athlete's Special Aptitudes and Abilities:

Just as sports psychology is interested in studying the motives of the individual athlete, it is also interested in studying the special aptitudes and abilities of the athlete, as it is important for the coach to be knowledgeable and aware of the importance of incentives that motivate the individual athlete to reach the highest sports levels and to know the degree of readiness of the athlete.

Readiness refers to the state of the young or individual athlete in terms of their receptiveness to learning and training, without which the learning or training process would be fruitless, therefore, sports psychology is interested in studying the readiness and abilities of individual athletes to help them reach the highest sports levels. (Emad Samir Mahmoud Al-Hakeem, 2018)

c. Study of the Interaction between the Individual Athlete and their Sports Environment:

One of the most important factors that aid in the process of preparing the individual athlete within the sports system is the sports environment in which the individual athlete practices their sports activity, here, what is called the mechanism of interaction between the athlete and the sports environment occurs, therefore,

sports psychology is interested in studying the interaction between the individual athlete and the sports environment, such as sports institutions, sports bodies, clubs, and youth centers, to understand the influences surrounding the individual athlete within their sports environment, identify the most important problems they face, then develop solutions for them, attempt to provide all required resources, and overcome all obstacles, in order to reach the highest sports levels.

d. Study of the Athlete's Mental Activity:

Sports psychology is concerned with what controls intelligence and includes mental processes and activities of the athlete, such as scientific perception, recall, imagination, visualization, and learning, as mental abilities and skills also vary among individual athletes, as individuals differ in their abilities, which is known as the principle of individual differences among individuals, therefore, sports psychology is interested in this because mental activities help the individual athlete master the motor skills used in the training process through mental training for these skills, which leads to facilitating the process of preparing the athlete to reach the highest sports levels.

5. Relationship of Psychology with Other Sciences:

Correlation Between Psychology and Other Sciences

Every science is strongly linked to other sciences, as no phenomenon in the universe does not have a near or distant connection to other phenomena in the universe, the same applies to psychology and the human behavioral phenomena it studies.

Psychology is closely related to biological life sciences and benefits greatly from them, as the theory of evolution opened the door wide for psychology to research the evolution of the mental constitution of different living organisms, where anatomy and physiology have facilitated many observations and conclusions for it; in addition, there is more than one relationship linking the interests of both sciences; physiology and psychology are both concerned with structures such as the nervous system, muscles, glands, and muscular movements of living organisms.

Therefore, psychology relies on embryology and genetics to understand the role that heredity plays in an individual's maturation and growth, as the nervous function, which coordinates the functions of the living organism and achieves its integration, is one of the physiological functions most closely related to psychological functions. Similarly, psychology has a close connection with sociology, although they differ in specialization. Psychology specializes in individual behavior and the experience an individual goes through during their interaction with their social environment, which is evident in its interest in the processes and characteristics that develop in the individual and how they function.

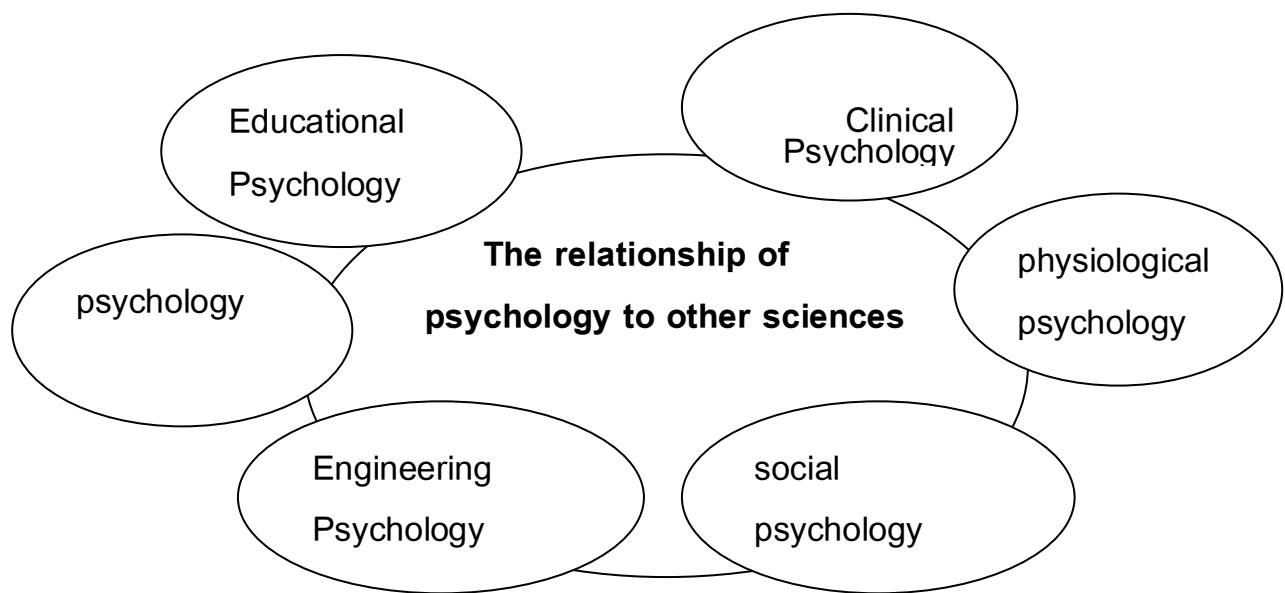
Sociology, on the other hand, specializes in collective experience and behavior, which is a psychological state in social matters and organizations, their development, and their relationship to the psychological aspect from a social perspective, which creates a kind of direct link between the individual and their society, as it is a form of expression and sometimes the means of expression and the individual's connection with society, as is the case with an infant who attracts the attention of those around them through their emotional cry, conversely, society and its prevailing culture have a profound impact on shaping an individual's personality, determining their behavior, way of thinking, methods of expressing emotions, and

the information and skills they acquire, thus, it becomes clear that psychology has a close connection with life sciences and sociology.

The three currents- biological, social, and psychological factors- intertwine, achieving an explanation of behavior as an integrated whole, as humans are living beings who live in a society, therefore, understanding and explaining their behavior requires knowledge of the conditions of membership (biological) and social conditions.

Psychology also has a close connection with other applied sciences such as education; in the field of education, it studies the mutual influences between the minds of teachers and other sciences; thus, the connection of psychology with other various sciences becomes clear. (Emad Samir Mahmoud Al-Hakeem, 2018, p. 20)

Figure No. 01: Relationship of Psychology with Other Sciences



Applied Examples for Chapter One: Introduction to Sports Psychology

Consider the all-too-common scenario of a gifted gymnast who executes flawless routines in training, yet under the bright lights of competition, her performance unravels through uncharacteristic falls and hesitations. This chasm between practice and performance is the quintessential domain where **the importance of sports psychology** moves from abstract concept to critical application. The field provides the framework to understand that the failure is not physical, but mental—a floodgate of anxiety and intrusive thoughts that disrupts focus and muscle memory. The practical intervention is immediate and tangible: a sport psychologist works with the athlete to develop pre-performance routines that create a sense of control, employs breath-regulation techniques to manage physiological arousal, and guides her through mental rehearsal, where she vividly imagines executing her routine with confidence and precision, thereby strengthening the neural pathways for success under pressure.

The core topics of the field find daily application in team environments. A basketball coach puzzled by fluctuating player motivation is engaging with the study of motives. Understanding that one player is driven by mastery (a desire to perfect a skill) while another thrives on affiliation (the camaraderie of the team) allows the coach to tailor feedback and roles strategically, thus applying theoretical knowledge of motivation to enhance practical outcomes. Similarly, modern talent identification goes beyond measuring vertical leaps; it assesses perceptual-cognitive abilities, like decision-making speed and pattern recognition under defensive pressure—essentially quantifying "basketball IQ." When team cohesion fractures after a losing streak, the coach must analyze the interaction between the athlete and the sports environment, addressing group dynamics and communication to rebuild the supportive social ecosystem essential for performance.

The three fundamental objectives—understanding, prediction, and control—come to life in a sport psychologist's work with a marathon runner showing signs of burnout. First, they seek to understand the behaviour: integrating physiological data (elevated cortisol) with psychological interviews reveals the athlete cognitively appraises his intense training as a threatening demand, not a challenge. This understanding allows the psychologist to predict that without intervention, the athlete's performance will decline and risk of withdrawal increases. Finally, they collaborate to control and modify the behaviour through a holistic plan: cognitive

restructuring to change his perception of training, integrating mandatory recovery periods, and teaching mindfulness for stress regulation, thereby guiding the athlete back to a sustainable and productive path.

Even the history of the discipline underscores its applied evolution. Griffith's first laboratory in the 1920s was not merely an academic exercise; it was a practical workshop aimed at improving athletes' performance through psychological means. Decades later, the persistent advocacy of pioneers like Egypt's Dr. Allawy to institutionalize the subject in coaching curricula, culminating in initiatives like Al-Ahly Club hiring a dedicated mental coach in 2008, mirrors a global journey from theoretical curiosity to accepted performance necessity.

Finally, the relationship with other sciences is best seen in an integrated support team. Managing an athlete's return from injury is a collaborative application: the physician clears the body based on physiological healing, the biomechanist analyzes movement efficiency, while the sport psychologist assesses readiness by measuring regained confidence, fear of re-injury, and focus. The return-to-play decision is thus not purely medical, but a biopsychosocial one, demonstrating how psychology seamlessly integrates with and informs other disciplines in the practical service of the whole athlete.

Chapter Two: Fields and Tasks of Sport Psychology

1- Fields of Psychology

- First: The Theoretical Field.
- Second: The Applied Field.

2- Tasks of Sport Psychology

Chapter Two: Fields and Tasks of Sport Psychology

1- Fields of Psychology

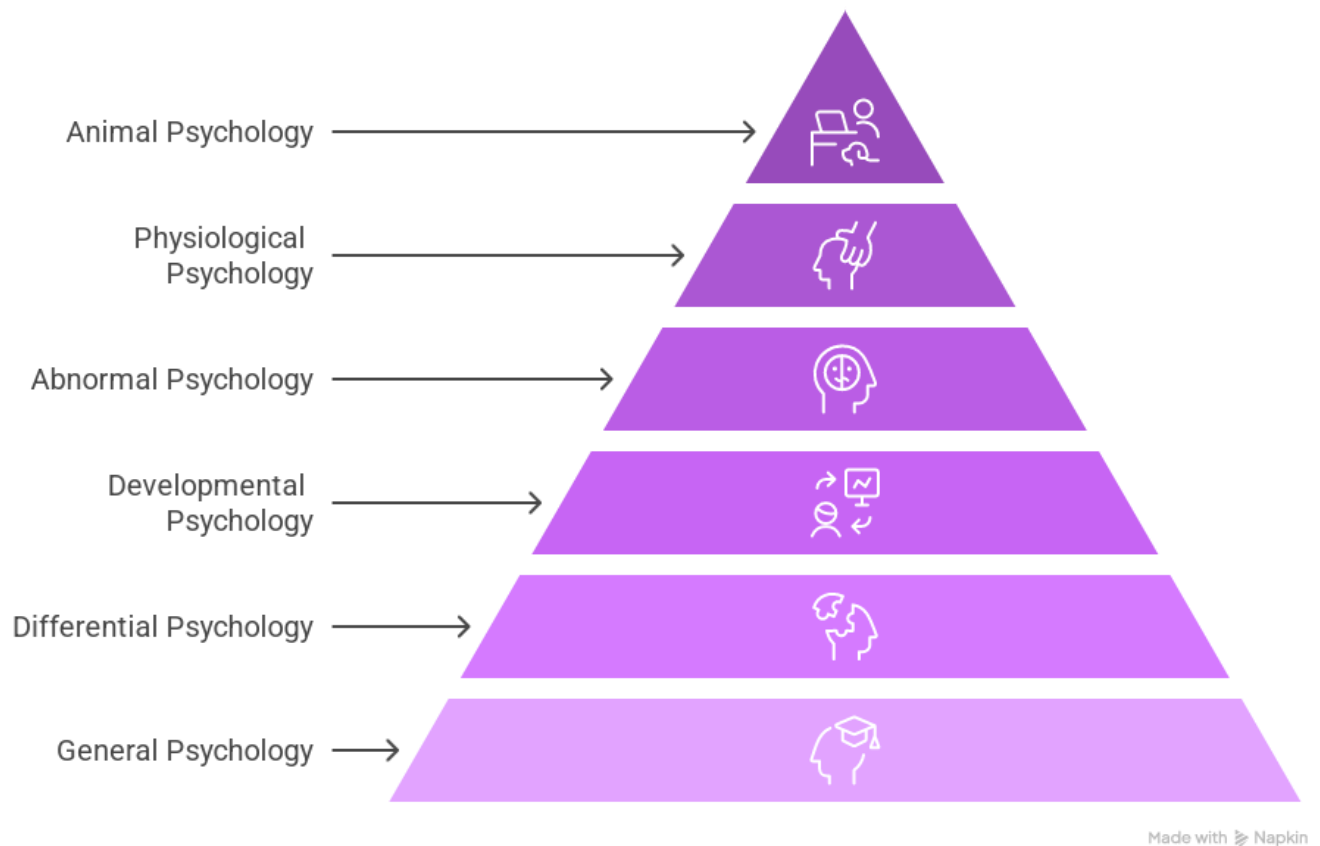
The domains of general psychology encompass all facets of human existence, as scholars typically categorize the fields of psychology into two primary areas:

- First: The Theoretical Field
- Second: The Applied Field

First: The Theoretical Field encompasses:

1. **General Psychology:** Serving as the cornerstone for all psychological disciplines, it focuses on the comprehensive study of human psychological activities.
2. **Differential Psychology:** This branch investigates and emphasizes the psychological distinctions between individuals and groups.
3. **Developmental Psychology:** This area examines the behavioral characteristics pertinent to each stage of human development, such as childhood, adolescence, and adulthood.
4. **Abnormal Psychology:** It scrutinizes human behavior that deviates from group norms or contradicts societal standards within an individual's cultural context.
5. **Physiological Psychology:** This science specializes in the functions of the human body, with a particular emphasis on the central nervous system and human responses.
6. **Animal Psychology:** It explores the behavior, actions, and diverse emotions of animals, drawing comparisons with human counterparts; it also investigates animal and human motivations (Fathi Abdul Rahman Jarwan, 2012, p. 42).

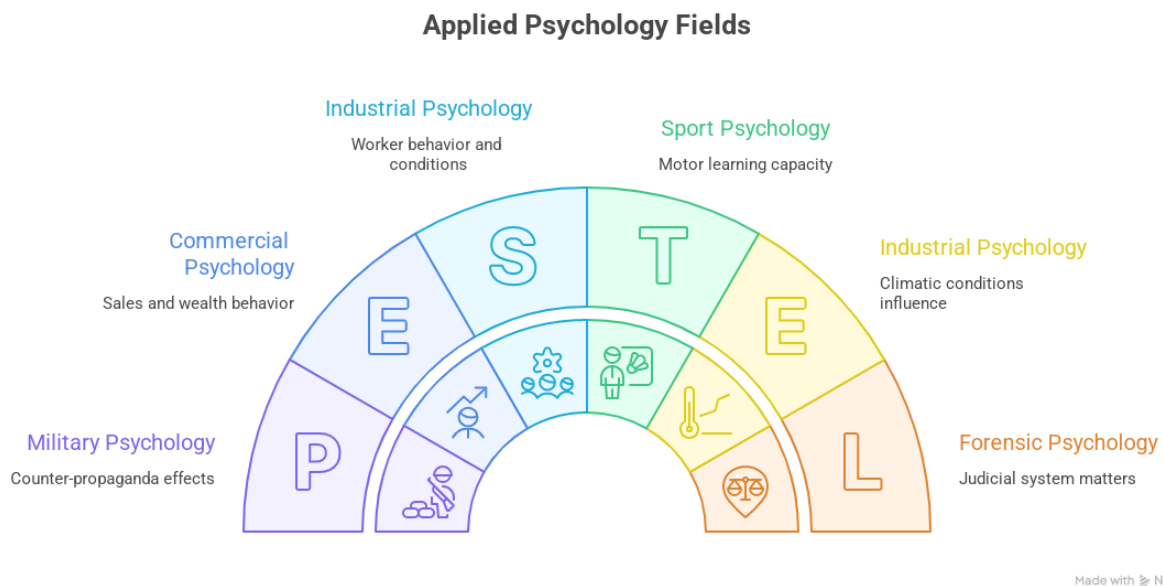
Psychology Fields Hierarchy



Second: The Applied Field: includes:

- **Sport Psychology:** This field investigates the psychological states of athletes, including their motivations, desires, and tendencies; it also examines the nature of training and the capacity for motor learning, furthermore, it focuses on enhancing physical, skill-related, and psychological capabilities to achieve superior athletic performance and endeavors to devise scientific solutions for various practical problems by leveraging theoretical knowledge and insights.
- **Industrial Psychology:** This area studies industrial activities within factories, the behavior of workers both individually and collectively, their motivations and inclinations, the living conditions of workers, and the influence of climatic conditions and external factors on workers' productivity.

- **Educational Psychology:** This field is dedicated to studying the educational challenges encountered by students throughout various academic stages.
- **Commercial Psychology:** It examines social and commercial activities, focusing on group behavior related to sales and wealth, customer conduct, and the impact of advertising or commercial propaganda on consumers.
- **Military Psychology:** This discipline investigates the situations faced by military personnel and the effects of counter-propaganda on military units and psychological warfare.
- **Forensic Psychology:** This field addresses the behavior of accused individuals, convicts, judges, and all matters pertaining to the judicial system (Akla Suleiman Al-Houri, MaayoufDounounHattoush, 2011, p. 9).



2- Tasks of Sport Psychology:

Sport psychology, a sub-discipline of general psychology, is the science that examines athletes' behavior, motivations, desires, emotions, sensations, and feelings, aiming to enhance their capabilities, it explores phenomena and situations arising from athletic activity across various levels, from school sports to elite performance, consequently, it investigates psychological characteristics and traits with the objective of fostering personality development through athletic engagement, where Abou Ubaida and Lewis concur that the tasks of sport psychology can be delineated as follows:

First: Elevating Athletic Achievement

Sport psychology contributes to raising the athletic standards of students and champions to their optimal potential by understanding their true abilities, facilitated by the coach's or teacher's comprehension of psychological and physiological aspects and their skill in effectively harnessing players' energies, as the coach's methodology in enhancing achievement is pivotal when recognizing the specific psychological states of athletes and integrating educational principles.

Second: Cultivating Qualities and Traits

Physical education endeavors to develop the personal qualities and traits of all students; through teamwork, individuals cultivate an appreciation for others, as positive teamwork necessitates moral attributes and adherence to the rules and regulations of sports, as it is the coach's responsibility to foster moral qualities and personal traits, thereby preparing well-rounded citizens.

Third: Preserving Mental Health

Sport psychology plays a crucial role in maintaining the psychological well-being of players, as engagement in athletic activity enables individuals to manage fear, bolster self-confidence, and cultivate courage and assertiveness. Athletic training aids in preserving psychological equilibrium, particularly in pre-competition scenarios, because coaches must assist athletes in overcoming shyness and hesitation to enhance their overall efficiency.

Fourth: Maintaining Consistent Athletic Performance

During training and competitions, athletes inevitably encounter setbacks, these failures can often undermine self-confidence and potentially lead to internal psychological conflicts, negatively impacting their athletic performance, as coaches must be acutely aware of this, employ scientific methods in modulating psychological stress, accustom players to a range of situations, explain these dynamics, and frame failures as normal, anticipated occurrences in training and competition, this approach is vital for stabilizing and advancing high levels of athletic performance (Akla Suleiman Al-Houri, MaayoufDounounHantoush, 2011).

Fifth: Identifying Talent

A proficient coach can identify talented players at an early stage through specialized athletic assessments and comparisons among players, talented athletes are not solely defined by general and specific physical fitness but also by strong psychological attributes, where the identification of talented athletes is not a superficial or casual

process; rather, it is a demanding task requiring serious attention from those involved in long-term strategic planning.

Sixth: Nurturing Desires and Needs

Coaches can foster positive attitudes among players towards sustained engagement in athletic activity and encourage greater effort to achieve superior results, as teachers should also identify the manifest interests and desires of players, stimulating these and igniting latent interests within them.

Seventh: Contributing to Scientific Research

Athletic activity is a constructive form of human behavior, and a relationship exists between athletic and mental activity, consequently, sport psychology offers a broad arena for scientific inquiry into the social and educational behavior of humans and the development of solutions to problems encountered by athletes; a close nexus exists between sport psychology and other branches of psychology, as psychology, in general, examines human behavior and actions (Akla Suleiman Al-Houri, Maayouf Dounoun Hantoush, 2011, p. 11).

Applied Examples (Illustrations) for Chapter Two: Domains and Tasks of Sport Psychology

The distinction between the theoretical and applied domains of psychology is akin to the difference between a map and the journey itself; the map provides the essential structure, contours, and known pathways—the foundational knowledge—while the journey represents the active, nuanced, and often unpredictable application of that knowledge in real terrain. In sport psychology, these two domains are in constant dialogue, with the theoretical informing practice and practical observations refining theory, thereby creating a dynamic science dedicated to the holistic understanding of the athlete.

Consider the challenge of a coach seeking to understand an athlete's sudden performance decline. To diagnose this, they must instinctively draw from multiple theoretical fields. From General Psychology, they employ core principles of motivation and learning; from Differential Psychology, they recognize that the athlete's response to pressure is uniquely personal, distinct from their teammates'; from Developmental Psychology, they might consider the athlete's stage of career and associated psychological transitions; from Physiological Psychology, they examine the interplay between stress hormones and fine motor skill execution; and from Social Psychology, they analyze the impact of team dynamics or fan expectations. This theoretical convergence is not an academic luxury but a necessary diagnostic framework; it transforms a vague concern about "choking" into a multi-faceted understanding of the individual's experience.

This comprehensive understanding then flows seamlessly into the applied field of Sport Psychology, where theory is translated into intervention. The sport psychologist, synthesizing these insights, designs a tailored, practical program: utilizing cognitive restructuring techniques to modify the athlete's self-defeating thoughts, implementing biofeedback training to foster control over physiological arousal, and employing systematic desensitization through simulated high-pressure training scenarios. While Industrial Psychology might apply similar motivational theories to enhance factory productivity, and Educational Psychology might use developmental principles to address learning difficulties, Sport Psychology's unique application lies in its singular focus on optimizing human potential within the physical, emotional, and social context of sport, aiming for peak performance and personal growth.

The primary tasks of sport psychology are the tangible expressions of this applied mission, each one a critical facet of athlete development. The task of elevating athletic achievement manifests not in generic pep talks but in the systematic application of goal-setting theory, where a swimmer works with a psychologist to establish precise, measurable, and time-bound objectives for technique refinement

and race-pace strategy, thereby structuring motivation and directing effort with scientific precision. The crucial duty of preserving mental health becomes active and preventative through scheduled "psychological skills training" sessions; these are not merely for crisis management but are proactive forums where athletes learn stress-regulation techniques, develop resilience narratives, and build a psychological toolkit, thus safeguarding their well-being amidst intense competitive demands. Similarly, the task of identifying talent evolves beyond physical metrics to incorporate psychometric assessments designed to uncover the young footballer who, amid peers of equal speed and skill, demonstrates superior game intelligence, resilience in the face of feedback, and a deep-seated intrinsic passion for play—these psychological traits are often the true predictors of long-term elite success. Ultimately, these interconnected tasks serve a unified purpose: to ensure the athlete's psychological sophistication progresses in concert with their physical and technical development, fostering competitors who are not only more effective in their sport but also more resilient and self-aware individuals beyond it.

Chapter Three: Psychological Preparation

1. Objectives of psychological and mental preparation for the player.
2. Factors influencing the achievement of psychological preparation goals for athletes.
3. Steps for psychological preparation for athletes.
4. Types of psychological preparation.
5. The coach's role on match day.
6. Variables hindering psychological preparation.

Chapter Three: Psychological Preparation

This section addresses self-regulation and strategies for overcoming aggression, anxiety, and fear, transforming these negative emotions into positive and productive energy; it also covers methods for building confidence, coping with pressure, and achieving emotional stability, enabling players to remain composed under pressure from opponents or the audience.

Mental preparation involves programming the player's mind to effectively manage and control their body, utilize their skills, and enhance their thinking processes, which enables them to read the game and the opponent, and, crucially, to understand their coach and teammates, as effective communication becomes possible, and players can anticipate their teammates' actions on the field, maintaining focus throughout the game.

This is achieved by observing players' cues, expressions, emotions, and patterns of reactions and behaviors, which reveal their psychological and emotional state, it also involves developing positive traits and managing negative behaviors that could affect a player's performance and future in sports (Sharifi Halim, 2017-2018, p. 112)

1. Objectives of Psychological and Mental Preparation for the Player

These objectives include:

- Developing a champion athlete's personality is characterized by exceptional planning abilities, perception, sound reasoning, and the ability to handle various pressures.
- Cultivating a person capable of anticipation, simulation, and persistence, embodying traits of achievement and excellence; the core role of psychological preparation involves:
 - Modeling the champion's personality and instilling it in players.
 - Identifying players' current behavior and working to develop or modify it.
 - Enhancing the player's mental and psychological capabilities, and developing their achievement-related and motivational traits.

- Promoting flexible thinking styles and interpersonal skills for various situations.

These elements are fundamental to psychological guidance and counseling, requiring practitioners in this field to understand diverse concepts that may be confusing, this understanding enables specialists to effectively interact with players, and comprehend their actions, emotions, and even states of apathy.

Psychological preparation requires an understanding of psychological, mental, and behavioral concepts, it's essential to understand those being worked with and the basis of their behavior before interpreting it and offering solutions, therefore, clarifying key concepts and meanings is crucial for psychological work, including guidance, counseling, and the development of psychological and mental skills; achieving a more precise and specialized understanding requires a conscious and comprehensive study of numerous concepts related to the foundation of their work by the psychologist (Nermin Rafiq Muhammad, 2020, p. 14)

2. Factors Influencing the Achievement of Psychological Preparation Goals for Athletes:

- The player's belief (or lack thereof) in the effectiveness of these methods.
- The nature of the relationship between the player and the coach, and the extent of the coach's influence.
- The player's training age.
- Selecting the most suitable times for psychological preparation.
- Standardizing the conditions under which these training sessions are conducted.
- Ideally, the coach should be a practitioner of the sport they are coaching.
- Conducting purposeful psychological training (self-preparation) to promote relaxation and calmness in a dimly lit room, away from noise, and at a comfortable temperature.
- The player should adopt a suitable posture for these exercises.
- Increasing the frequency of these suggestive psychological exercises beyond twice a day does not cause harm to the player.

3. Steps for Psychological Preparation for Athletes:

Coaches should begin with a strong focal point to build psychological preparation for athletes, understanding that the athlete's psychological characteristics are essential; this involves:

- Identifying each player's psychological characteristics to determine the most suitable methods for them, as well as those that suit the type of sport they play.
- Teaching players how to avoid emotional outbursts and control themselves for their benefit and the team's.
- Teaching players motivational and purposeful psychological methods to prepare them for training and competition.
- Integrating psychological preparation with the skill and physical preparation of the players.
- Implementing psychological preparation in the pre-competition phase.
- Identifying the player's weak psychological traits and addressing them in the psychological preparation program.
- Conducting training sessions in conditions similar to the competition environment, including playing in weather conditions similar to those expected at the competition venue, and practicing with all the variables that the player may encounter.
- Providing psychological preparation aimed at helping players relax and calm down after the match.
- Offering psychological preparation that helps players overcome difficult and negative situations in training or competitions (Sharifi Halim, 2017-2018, p. 114)

4. Types of Psychological Preparation:

- **First: Long-Term Psychological Preparation**
- **Second: Short-Term Psychological Preparation**

A- Long-Term Psychological Preparation:

Long-term preparation planning begins when a young athlete starts sports training at an early age and continues for approximately 10 years or more, potentially until

retirement, this preparation serves as the foundational base for short-term psychological preparation, primarily focusing on:

- Building and developing the player's personality traits.
- Building and developing motivation.

The primary goal is to develop athletes' motivation toward their sport and help them acquire new and strong motivations through effective preparation, these motivations encourage continued effort and perseverance, fostering positive attitudes that solidify personality components essential for success in their chosen sport, where to achieve the goals of long-term psychological preparation, the following methods are used:

- Providing the player with appropriate opportunities to strive, based on their ability level.
- Supplying the athlete with accurate information relevant to their sport.
- Assisting the athlete in self-assessment and comparing their results with peers at the same level.
- Encouraging player participation in sports competitions.
- Instilling the habit of exerting effort and striving for victory.
- Ensuring the player is fully aware of the coach's dedication to the training process and their strong belief in the player, increases the motivation to improve (Sharifi Halim, 2017-2018, p. 115)

B- Short-Term Psychological Preparation

Short-term psychological preparation refers to preparing the athlete psychologically before a match, ensuring they are ready to exert maximum effort and achieve optimal results during the competition.

It aims to mobilize and activate the player's abilities to compete at the highest level; before competitions, players may experience issues such as irregular sleep or insomnia, increased tension and excitement (sometimes leading to convulsions and exhaustion), impaired thinking, and decreased enthusiasm, as short-term psychological preparation aims to address these pre-competition challenges.

Good psychological preparation is a critical factor in achieving peak performance and should be the goal of any planned psychological preparation for the athlete.

The following are some methods for short-term psychological preparation:

- **Distraction:** Employing methods to divert the athlete's focus from constantly thinking about the competition.
- **Charging/Mobilization:** Coaches direct players' attention to the importance of the match, reiterate crucial points, and remind them of potential gains from winning and losses from defeat, among other motivational techniques.
- **Relaxation:** Using sports massage and deep breathing to aid calmness by relaxing muscles and improving circulation, significantly affecting the individual's psychological state by promoting comfort and reducing anxiety and tension.
- **Attention to training load planning:** Implementing effective training load management in the weeks leading up to competitions to prevent overload symptoms and associated psychological effects; incorporating calming and positive rest exercises in the final days before the competition.
- **Cooperation with the psychologist and doctor:** Physical and psychological preparation requires continuous cooperation between the coach and the doctor, as medical condition diagnoses and treatments are the doctor's responsibility, and the coach must collaborate with them.

Short-term psychological preparation aims to mobilize and activate the player's competitive abilities, as players sometimes experience phenomena before competitions, such as irregular sleep, increased tension, fatigue, inability to think, and decreased enthusiasm, where short-term psychological preparation should address all potential pre-competition issues.

Preparing for a match in a good psychological state is crucial for achieving peak performance, enabling the athlete to start the match with a relatively high level of readiness, which should be the objective of the athlete's planned psychological preparation.

Coaches must consider factors affecting short-term psychological preparation, such as the athlete's age and experience, where preparation for young players should

highlight their strengths, while preparation for experienced players should include a full appreciation and calculation of various circumstances within a framework of humility and enthusiasm (Sharifi Halim, 2017-2018)

On the day before the match, the coach should:

- Base psychological preparation on instilling the greatest possible confidence in the player.
- Ensure the player or team has complete knowledge of the opponent's strengths and weaknesses.
- Prepare the player to perform under all conditions and variables in the match.
- Encourage the player to consider how to psychologically impact opponents.
- Incorporate model training sessions before the match for potential scenarios.
- Ensure the player is in a calm environment, especially the night before the match, promoting sleep and relaxation (Ghalem Abdel Hamid, 2015-2016, p. 17)

5. The Coach's Role on Match Day

- Helping the player control their emotional and mood state.
- Performing the required warm-up to increase readiness, tailored to the sport.
- Maintaining psychological preparation until the final seconds before the race or match, requiring the player to be in a state of complete readiness.
- The coach should instill stability and a desire to win in the player.

A- The Coach's Role During the Race or Match:

- Using psychological training based on verbal cues.
- Ensuring complete readiness for constant and anticipated preparation for any unexpected circumstance.
- Instilling enthusiasm and optimism in the players.
- Ensuring the team acts as a cohesive unit with shared responsibilities.
- Providing objective criticism without offending any players.
- Intervening immediately if a player's psychological readiness deteriorates.
- Instilling the feeling that the match is a psychological battle requires awareness of both strengths and weaknesses (Ghalem Abdel Hamid, 2015-2016)

6. Variables Hindering Psychological Preparation:

• First: Lack of Knowledge of the Player's Nature

Each age group of young athletes has distinct physical, motor, mental, and emotional characteristics and psychological needs, as sports psychology resources extensively cover studies on human growth and development, where a primary obstacle for youth coaches is a lack of awareness of the characteristics and needs of the players' developmental stage, leading to undesirable mistakes.

• Second: Relying Solely on Previous Information and Experiences

A coach's previous information and experiences do not provide all the necessary knowledge, especially given new information from scientific research, specialized publications, and modern training methods.

- **Third: Imitating Others in Their Training Style**
- **Fourth: Dictatorship in Training**

Some coaches attempt to control player performance, disregarding abilities and inclinations, and not allowing for independence, as successful coaches provide space for players to develop into independent individuals who can rely on themselves in the future.

- **Sixth: Succumbing to the Pressures of Professional Management**
- **Seventh: Immature Media**

Immature media is characterized by treating youth teams' results the same way as professional adult teams (Ghalem Abdel Hamid, 2015-2016)

Practical Illustrations of Chapter Three: Psychological Preparation

The essence of psychological preparation is not found in rigid protocols, but in the nuanced art of forging a competitor's mind to be as resilient and adaptable as their body; it is a deliberate, layered process that intertwines with every facet of training and competition. To truly grasp its scope, one must visualize it in action, moving from broad developmental arcs to the intense focus of game day, all while navigating the very human variables that can hinder progress.

Consider first the objectives, which extend far beyond simple "confidence building." The ultimate aim is to sculpt what we might call a *champion's cognitive architecture*: a mindset characterized by strategic foresight, emotional regulation under duress, and resilient self-belief. For instance, a young tennis prodigy might possess formidable skill but crumble after a line judge's controversial call. The objective of psychological preparation here is to develop her capacity for *cognitive reframing*—to perceive that setback not as a personal injustice but as a predictable environmental challenge to be managed, thereby preserving her tactical reasoning and emotional equilibrium for the next point. This work is the core of long-term psychological preparation, a foundational years-long endeavor focused on building personality traits like perseverance and intrinsic motivation, often through carefully structured competitive experiences, guided self-assessment, and a coaching relationship that consistently reinforces belief in the athlete's evolving potential.

The steps and factors influencing this preparation reveal its customized nature. A coach cannot apply a one-size-fits-all mental skills package; the process must begin with a deep diagnostic phase. Take two strikers on a football team: one is volatile and emotionally reactive, the other becomes withdrawn and anxious under pressure. The steps involve first identifying these distinct psychological characteristics, then teaching the first player techniques for emotional control—perhaps a cue word to trigger composure—while guiding the second through arousal-regulation and positive self-talk routines. The factors that determine success here are multifaceted; it hinges on the player's genuine belief in the process, the trust and credibility of the coach-psychologist alliance, and the careful timing of interventions so they feel integrated, not intrusive. Crucially, this preparation is never isolated; it is woven into skill and physical training, perhaps by simulating high-pressure penalty shootouts at the end of exhaustive fitness drills.

As competition nears, the focus shifts to short-term psychological preparation, a targeted phase aimed at optimizing readiness in the final days and hours. This is where theory meets the palpable pre-game tension. A swimmer at a national championship, for example, might be plagued by restless nights and racing thoughts. The short-term protocol employs specific tools: *distraction* through controlled activities like reading or light conversation to prevent obsessive rumination; *systematic relaxation* techniques such as progressive muscle relaxation and diaphragmatic breathing to lower detrimental arousal; and finally, *mobilization*—using motivational imagery and strategic pep talks to channel remaining nervous energy into focused competitive fire. The coach's role on match day becomes that of a strategic psychological conductor; they must read each athlete's state, offering calm reassurance to one, an energizing cue to another, all while maintaining a unified team focus and adapting their verbal and non-verbal communication to stabilize performance in real-time.

However, this entire edifice of preparation can be undermined by key hindering variables. A common pitfall is the coach's lack of knowledge regarding developmental stages; applying adult-focused, high-pressure mental training to a group of 12-year-olds will likely breed anxiety, not resilience. Another is dictatorship in training, where a coach's rigid control stifles the athlete's psychological autonomy and problem-solving growth, leaving them ill-prepared to adapt independently during competition. Furthermore, succumbing to organizational pressures—like forcing an injured athlete back prematurely due to fan or media demand—can shatter trust and derail long-term psychological development. Thus, effective psychological preparation is not merely about implementing techniques; it is a holistic practice requiring developmental sensitivity, collaborative partnership, and a protective buffer against external, counterproductive pressures, all dedicated to the singular aim of unleashing an athlete's prepared mind at the moment of truth.

Chapter Four: The Athletic Personality and Its Psychological Dynamics

1. The concept of personality.
2. Dynamic psychological theories of personality.
3. The nature of personality traits.
4. Definitions of personality.
5. Components of personality.
6. Personality types.

Chapter Four: The Athletic Personality and its Psychological Dynamics

1- Concept of Personality:

For many generations, psychology remained a branch of philosophy, only achieving independence as a distinct science with its subject matter and methodology in the late nineteenth century; since then, the study of personality has become a significant area within psychology, attracting the interest of psychologists in general and mental health practitioners in particular.

The concept of personality is among the most complex and multifaceted in psychology, encompassing all physical, mental, moral, and emotional traits, consequently, there is a multitude and diversity of perspectives addressing the concept, nature, and characteristics of personality, as personality is not an attribute that some individuals possess while others do not; it is inaccurate to state that one person "has" a personality while another does not, nor can one scientifically describe a personality as inherently "strong" or "weak," as such expressions lack scientific precision.

Personality is often defined by its social impact on others, a view consistent with the common usage of the term when describing someone as strong-willed or weak-willed, however, adopting this definition as a foundation for studying personality leads to several challenges; given that an individual's influence on others varies, it would imply that an individual possesses multiple personalities corresponding to the different people with whom they interact (SharifiHalim 2017-2018, p. 78).

Numerous scientists and researchers have investigated personality, resulting in various theories and ideas representing diverse psychological orientations, as personality theories can be broadly classified into four main categories:

- Psychodynamic Theories of Personality
- Phenomenological Theories of Personality
- Behavioral Theories of Personality
- Trait Theories of Personality

2- Psychodynamic Theories of Personality:

These theories aim to explain the nature and development of personality, emphasizing the importance of motives, emotions, and other internal forces, they posit that personality develops through the resolution of psychological conflicts, typically occurring during early childhood.

These theories assert that personality is composed of:

- Personality components depend on the individual's physiological makeup, which is a product of both heredity and environment; heredity determines the physical structure and potential of the personality, as each functions based on genetic factors, such as their learning ability and capacity for physical exertion, which differentiate them from others.
- Components derived from the group, where individuals raised within the same culture share common characteristics, shared upbringing allows for the differentiation of individuals based on group norms and facilitates comparisons between different groups.
- Components derived from roles indicate that an individual assumes multiple roles, all centered around their primary role, as the multiplicity of roles leads to a variety of specific situations that the individual encounters in life.
- Components derived from situations, refer to the specific circumstances an individual experiences, for instance, twins participating in the same sport may exhibit different levels of proficiency, leading each to have a unique psychological experience.

A- Phenomenological Theories of Personality:

These theories emphasize that individuals receive information from their environment through the senses and that individuals only know what they perceive, therefore, each individual's perceptions constitute their reality, which differs from one person to another, as proponents of these theories assume that people are integrated beings who cannot be understood by studying their parts in isolation and then summing them.

The self is often defined as an internal model (an image or theoretical concept) formed through interaction with the world, as prominent figures in these phenomenological theories include Abraham Maslow and Carl Rogers, the

proponent of self-theory; rogers defined the self as an organized and consistent pattern of perceptions of the "I" or the self-referent.

Rogers viewed humanity with an optimistic perspective, fostering hope and advocating for a lifestyle based on interdependence, affection, and participation.

B- Behavioral Theories of Personality:

Proponents of behavioral theories tend to emphasize experimentation, physiological responses, and phenomena that can be objectively measured, they sometimes study animals in laboratory settings to gain insight into the fundamental processes of personality; in explaining behavior, they highlight the principles of learning and environmental conditions, these theories focus on "identifying the conditions that lead to the formation, dissolution, or replacement of habits." Habits are learned and acquired, not inherited; thus, personality development can be modified and changed. Prominent figures in these theories include Thorndike, Pavlov, Skinner, Hull, and Miller, among others.

C- Trait Theories of Personality:

The core concept of these theories involves placing an individual within a specific pattern (a particular category of people) or enumerating their traits; in both approaches, psychologists address the idea of identifying characteristics or predispositions that appear stable and consistent within an individual; in everyday life, when describing people, we either categorize them or list their distinguishing traits.

A distinction should be made between a trait and a pattern, it can be said that an individual possesses a trait, but not that they possess a pattern; rather, they fit or belong to a pattern; here, individuals are classified according to specific behavioral patterns, as well as based on the degree to which they possess certain personal traits, as traits tend to refer to specific and narrow aspects of personality, while patterns address the personality as a whole.

These theories are divided into two common types:

First: Pattern Theory

This theory shares similarities with trait theory as it is one of the dispositional theories of personality; it also relies on placing people into specific categories or groups using particular classifications, as proponents of this theory "describe people according to specific patterns based on their temperamental, physical, or psychological traits"; one of the most famous pioneers of this theory is the ancient Greek physician Hippocrates, who divided people according to their dominant temperament into four patterns; these patterns are based on body chemistry, the balance of hormonal secretions, and the dominance of one of the four bodily fluids over the others, certain psychological and temperamental traits are associated with the type of fluid, known by the following names:

- Sanguine: Characterized by being cheerful, warm, and outgoing.
- Phlegmatic: Characterized by being slow and lethargic.
- Melancholic: Characterized by a tendency towards depression and sadness.
- Choleric: Characterized by being quick to anger and easily provoked.

Sheldon developed a well-known system for classifying body structure or measuring body composition, the process of measuring body composition involves categorizing an individual's physique according to three dimensions: endomorphy, ectomorphy, and mesomorphy; Sheldon suggested that each of these body types is associated with specific psychological characteristics, which can be illustrated as follows (SharifiHalim 2017-2018, p. 79):

- Endomorph: Individuals with this body type are characterized by emotionality, sociability, the ability to relax, joy, and cheerfulness.
- Ectomorph: Individuals with this body type are characterized by emotionality and introversion.
- Mesomorph: Individuals with this body type are characterized by aggressiveness, dominance, and risk-taking.

Carl Jung divided people into two groups:

- Extrovert: Characterized as active, enjoys socializing, talkative, and expressive.
- Introvert: Characterized as sensitive, cautious, contemplative, tends to be isolated, and reserved in speech.

Second: Trait Theory

This theory is based on classifying individuals according to the degree to which they possess certain traits, thus, trait theory, in some aspects, contrasts with pattern theory, which classifies individuals according to specific behavioral patterns; the concept of a trait is commonly understood because we use it in our everyday language to describe people's personalities, such as calling someone imaginative, brave, or talkative ". General traits are defined, according to general trait theory, as general internal predispositions that are independent and not affected by external factors or circumstances, according to specific trait theory, a trait is a habit or description of an individual's overt behavior in a specific situation, not an internal predisposition".

Proponents of this theory believe that personality consists of several traits, with each person possessing a number of them, the number of traits depends on genetic and physical factors related to the nervous system and the individual, as well as environmental factors, especially learning and acquisition, as prominent figures in this theory include Gordon Allport, Raymond Cattell, Guilford, and Eysenck (SharifiHalim 2017-2018, p. 78).

3- What Traits Are:

Traits, therefore, are dispositional concepts: "a positive inclination in a person to respond in a certain way to a certain type of stimuli", this means that individuals carry psychological predispositions from one situation to another, as these predispositions imply a degree of probability that the person will behave in certain ways, as in psychological terms, a trait is defined as "a stable characteristic that distinguishes an individual from others"; in this comprehensive sense, it includes physical, motor, mental, emotional, and social characteristics, where traits represent the basic unit of personality.

From this, it is evident that traits are the core of personality and express their nature, describing an individual's behavior, as to understand individuals' personalities, one must identify their constituent components, undoubtedly, the most prominent component in identifying personality is the trait, which most psychologists regard as the central building block and foundation of personality.

The psychoanalyst views the individual from different analytical perspectives, known as personality traits, as traits are classified pragmatically to facilitate their study and analysis, this classification will be adopted by the researchers in their current study, which categorizes traits as follows:

- Physical traits, including (health, general appearance, sensory integrity, stature, voice, etc.).
- Mental traits, including (intelligence, specific mental abilities, the individual's perception of themselves and others, etc.).
- Psychological traits, such as (mood, stability, emotional stability, self-control, fanaticism, impulsivity, aggression, anxiety, fear, tension, desires, attitudes, tendencies, etc.).
- Social traits, such as an individual's stance on social values, participation in social activities, communication with society, dominance, submission, cooperation, etc.).

From the preceding discussion, the concept of personality is commonly understood in daily life, for example, it is said that one person has a strong personality, while another has a weak personality, this implies that an individual is distinguished from others by physical characteristics or a prominent social status associated with a set of variables, such as political or social influence, conversely, a weak personality is characterized by traits of defeatism, submission, and subjugation, which can dominate their behavior.

Personality derives from the verb (to personify), meaning all the apparent qualities specific to an individual, such as height, build, and skin color... outwardly (SharifiHalim 2017-2018, p. 80).

4- Definitions of Personality:

- The distinctive behavior of an individual.
- The integrated system of qualities that distinguishes an individual from others.
- The complete mental organization of a human being at a specific stage of development (encompassing psychological, mental, temperamental, individual skills, moral, and attitudinal aspects formed throughout their life).

- The concept describes an individual as a unified entity with complex organizational behavioral and cognitive patterns that distinguish them from others.
- The term that allows for the prediction of what a person will do in a certain situation.
- The dynamic psychological systems within a person determine their characteristics.
- A person's pattern in life or their distinctive pattern of responding to life's problems.

Some definitions have addressed the continuity of functional characteristics and the forces resulting from an individual's experiences, as others have focused on habits, feelings, and ways of thinking, while still others refer to an individual's behavioral habits, which are a collection of aspects of their activity; some have described personality as the expression used to describe different meanings and sensations on both general and psychological levels.

While there are differences in the definition of personality, they all converge on the qualities, habits, and behaviors that a person possesses, a comprehensive definition of personality must address:

- Individuality: What distinguishes them from others and the individual differences unique to each person.
- Integration: A complete, coherent, and harmonious unit that does not change according to situations.
- Dynamism: The interaction between the person and the environment, including the values and traditions imposed by it.
- Relative stability: Their behaviors and conduct in changing situations are relatively stable and change only minimally.

5- Factors Forming Personality:

- **Physical Factors:**
 - Characteristics of the physical state.
 - Characteristics specific to the human body.

- General Characteristics (natural body growth, general health, resistance to diseases).
- Special Characteristics (tall - short - overweight - thin).
- **Psychological Factors:**
 - The first group is characterized by mental functions (intelligence, linguistic abilities, specific mental abilities, arithmetic abilities, scientific abilities, and artistic abilities).
 - Mental processes such as perception, imagination, and memory.
 - Mental processes are acquired through direct learning.
 - A second group that includes the temperamental aspect of personality and encompasses methods of emotional activity related to the mind... and not cognitive factors.
- **Social Factors:**
 - The first group relates to the social circumstances of the home:
 - Economic situation.
 - Natural home environment.
 - Family treatment.
 - A second group relates to the circumstances of the individual's specific activities:
 - Suitability of work to the individual's inclinations.
 - Type of peers and friends (Mohammad ShehataRabie, 2013).

Basic Components of Personality:

- Morals.
- Temperament.
- Intelligence.
- Physical factors.
- Environmental and social factors.

Personality Traits:

These are dispositional concepts, meaning concepts that indicate tendencies for behavior or to respond in particular ways.

A trait is a characteristic with relative stability that varies from one person to another and according to individual differences, therefore, a product of both heredity and environment and can also be physical, mental, affective, or related to social situations.

Human beings possess constant characteristics:

- **Physical Traits:**

- Including (health, general appearance, sensory integrity, physical fitness).

- **Mental Traits:**

- Such as (intelligence, specific mental abilities, knowledge, profession, an individual's self-perception, an individual's perception of others).

- **Psychological Traits:**

- Such as (mood, stability, emotional stability, self-control).

- **Social Traits:**

- Such as (awareness of problems, participation in social activities, an individual's attitude toward social values, an individual's tendency toward dominance or submission, cooperation, self-sufficiency, and dependence on others).

6- Personality Patterns:

These are patterns that represent a category or class of individuals who share general traits, even if some of them differ from each other in the degree to which they possess these traits (Hussein Abdel-Zahra Abdel-Yema, p. 13).

Personality Patterns:

- Physical patterns.
- Hormonal patterns.
- Psychological patterns.
- Temperamental patterns.

A- Physical Patterns: Kretschmer classified these into three physical patterns:

- **Athletic Pattern:** Characterized by a muscular build that predominates over other patterns, associated with activity and aggression.
- **Asthenic (Weak) Pattern:** Characterized by a tall, thin, and frail physique; psychologically introverted and prone to depression, often isolated.
- **Pyknic (Puffy) Pattern:** Characterized by a very overweight and short build; quick to change, forms friendships easily, and is comfortable and frank.

B- Hormonal Patterns: Berman classified these based on hormonal secretions in the body:

- **Thyroid Pattern:** Associated with an active thyroid gland, where its secretions are dominant, where individuals of this type are characterized by recklessness, anxiety, aggressive activity, and ease of arousal.
- **Adrenal Pattern:** Named after the hormone adrenaline, due to adrenal secretions that activate nerve cells and create the necessary conditions to supply them with nutrients, described by strength, perseverance, and activity.
- **Pituitary Pattern:** Attributed to the pituitary glands, as individuals with this personality type exhibit control, self-control, and mastery over situations they encounter in various activities.
- **Gonadal (Sexual) Pattern:** Individuals are shy and easily aroused. Emotion plays a major role in controlling their reactions, making them susceptible to joyful and sad situations, with emotion often overriding reason.
- **Thymic Pattern:** Key features include a lack of moral responsibility, a tendency towards homosexuality, and apathy; often associated with individuals with a disposition towards sodomy.

C- Psychological Patterns: One of the most important proponents of these patterns is Carl Jung, a student of Freud (the founder of psychoanalytic theory); Jung differed from his mentor by positing that internal conflict, rather than solely the sexual instinct, is the primary motive for human behavior (SharifiHalim, 2017-2018).

Society is divided into two types: introverted and extroverted:

Table No. (01) Extroverted and Introverted Personality

Extroverted Personality:	Introverted Personality:
1- Tends to go out.	1- Tends to stay inside.
2- Wide social relationships.	2- Difficulty in social connections.
3- Sincere.	3- Tends to be suspicious.
4- Does not care about criticism.	4- Shy and sensitive to criticism.
5- Does not care about the details of life.	5- Pays attention to every detail with great precision.
6- Optimistic.	6- Pessimistic.
7- Practical.	7- Dreamer (daydreams).
8- Cares about the outside world.	8- Cares about his own affairs.
9- Not interested in his health.	9- Careful about his health.
10- Tolerant.	10- Dogmatic/Rigid.
11- Susceptible to hysteria.	11- Susceptible to obsessive-compulsive tendencies.

The athletic person is typically classified under the extroverted personality because the qualities mentioned in the table above generally apply to them.

D- Temperamental Patterns: The founder of these patterns, who laid their foundations, is Hippocrates (Muhammad ShehataRabie, 2013, pp. 120-124).

Applied Perspectives on the Athletic Personality and Its Dynamics (Chapter Four)

To engage with the concept of athletic personality is to move beyond simplistic labels of "mental toughness" or "winner's mentality"; it is to delve into the complex, dynamic psychological architecture that distinguishes an individual's consistent patterns of feeling, thinking, and behaving within the sporting arena. This architecture is not a static monolith but a living system, shaped by an intricate interplay of innate dispositions and environmental influences, and understanding its components and dynamics is paramount for any coach or sport psychologist aiming to foster development and optimize performance.

Consider first the foundational theories of personality, not as abstract academic models, but as distinct lenses through which to interpret an athlete's behaviour. The psychodynamic perspective might be employed to understand a talented sprinter who consistently underperforms in finals; a psychologist exploring this view would look beyond the present to investigate how early experiences with authoritarian coaching or sibling rivalry may have instilled an unconscious fear of success or a self-sabotaging pattern, where the internal conflict between the desire to win and the fear of the consequences of winning manifests as pre-race anxiety. In contrast, a trait theorist would approach the same athlete by administering validated psychometric inventories, such as the Neuroticism-Extraversion-Openness (NEO) model, to quantify their standing on traits like neuroticism (emotional stability), conscientiousness, and competitiveness. This data provides a snapshot of predispositions, suggesting, for instance, that the athlete's high neuroticism score indicates a proneness to experience intense negative emotions under pressure, a trait that then interacts with the high-stakes competition environment.

The phenomenological or humanistic approach, championed by figures like Carl Rogers, offers another vital lens. It focuses on the athlete's subjective reality and self-concept. A basketball player who sees himself as a "role player" and not a "clutch scorer" will likely pass the ball in a critical moment, regardless of his physical skill. The applied task here is to work on expanding that self-concept through guided reflection, positive affirmation of successes, and creating environments where he is encouraged to take—and learn from—those final shots, thereby aligning his perceived self with his potential self. Meanwhile, behavioural theories remind us that personality is also a collection of learned habits. A

footballer's apparent "aggressive personality" on the pitch may be less a fixed trait and more a learned behaviour reinforced by coaches who reward "fire" and "passion," or by the crowd's cheers for a hard tackle. Changing such behaviour involves altering the contingencies of reinforcement and teaching new, more adaptive responses to frustration.

The practical utility of understanding personality components and types becomes clear in team dynamics and talent development. The components—encompassing physical, mental, psychological, and social traits—are the building blocks coaches assess. For example, in selecting a team captain, a coach evaluates not just skill (physical/mental component) but also emotional stability (psychological component) and the ability to inspire and communicate (social component). Similarly, awareness of broad personality patterns, such as the classic introversion-extroversion continuum, is crucial for management. An extroverted athlete may thrive on loud, energetic pre-game hype and draw energy from collective routines, while an introverted teammate may find that same environment draining, requiring quiet, focused preparation alone or with a trusted few. Ignoring these differences and enforcing a one-size-fits-all approach can stifle the introvert's readiness and breed resentment.

Finally, the true dynamic nature of personality is observed in its interaction with context. An athlete may exhibit a predominantly mesomorphic-associated assertiveness (from trait/temperament theory) in training, yet this can be modulated by situational factors like coaching style, team culture, or the significance of an event. The "aggressive" defender in league play might become cautious and hesitant in a cup final plagued by fear of making a season-defining mistake. This illustrates that while core traits show relative stability, their expression is fluid. Therefore, the applied goal is not to pigeonhole an athlete into a fixed type but to map their characteristic adaptations—understanding their typical traits *and* how those traits manifest under specific competitive conditions. This holistic, dynamic understanding allows for personalized intervention, whether it's building confidence in an athlete with a melancholic temperament, channeling the choleric athlete's intensity into focused strategy, or helping a talented but introverted athlete navigate the extroverted world of professional sport, thereby unlocking the full potential of the person within the performer.

Chapter Five: Motivation in the Sporting Domain

1. Definition of Motivation
2. Sources of Motivation
3. The Relationship Between Motivation and Athletic Performance
4. The Importance of Motivation in Learning Motor Skills
5. Motives for Participating in Sports Activities
6. Motivation of Athletes at Elite Levels
7. Factors Influencing Achievement Motivation in Sports

Chapter Five: Motivation in the Sporting Domain

1- The Concept and Importance of Motivation

"Motivation" stands as one of the most prominent psychological topics, garnering extensive attention from researchers across various psychological disciplines and individuals of diverse backgrounds; A traditional Western adage states:

You can lead a horse to the river, but you can't force him to drink.

This implies that a horse will drink only when it feels thirsty and requires water-that is when driven by an internal motive.

In sports psychology, this adage can be adapted: "You cannot compel an athlete to achieve optimal performance or exert maximum effort"; An athlete will deliver their best performance only when possessing the intrinsic motivation to do so (Badr al-Din Dasa, 2011-2012, page).

Motivation is a foundational topic of significant interest to both sports psychologists and coaches, as both seek to understand the reasons compelling some students to engage in sports activities while others abstain, and coaches are also keen to discern why some athletes persevere with rigorous training, striving for elite levels, while others abandon their efforts prematurely.

Sports coaches continually ponder the significance of incentives, stimuli, or motivators that can drive individuals to attain the highest athletic levels or encourage youth to practice and persist in sports, furthermore, coaches are concerned with the nature of these incentives and their practical application in sports education.

In this context, motivation can be viewed as a broad term articulating the dynamic relationship between an individual and their environment, as motivation encompasses various factors and state acquired, internal and external, learned and unlearned, conscious and unconscious-that contribute to initiating, directing, and sustaining behavior, particularly towards achieving a specific goal.

Based on this definition, motivation is a stimulating, driving, and directing state for an athlete's behavior, propelling them toward specific goals and aiding in the maintenance of this behavioral continuity.

Conversely, motivation is not a tangible entity; it is not a state or alteration directly observable or palpable, its existence is inferred from the diverse behavioral patterns an athlete exhibits during training or competition, reflecting the activity of the living organism itself, as motivation signifies more than a mere antecedent to behavior; it is a principal factor that activates, guides, and ensures the persistence of behavior (Awatif Muhammad MuhammadHassanein, 2012, page 59).

2- States of Motivation

The concept of motivation encompasses a group of related terms and concepts, including motive, need, instinct, drive, incentive, inclination, and attitude, these concepts are elucidated below:

- **Motive:** An internal state of tension that stimulates and directs behavior toward a specific objective; a motive is perceived as an internal force instrumental in mobilizing and organizing behavior to achieve a defined aim.
- **Need:** Refers to a state of deficiency or imbalance, associated with the emergence of a particular tension that dissipates upon satisfaction of the need and rectification of the deficiency, as needs can be physiological (e.g., the need for warmth) or psychological (e.g., the need for achievement).
- **Instinct:** Denotes an innate state leading to specific, complex responses consistently exhibited by all members of a species when exposed to particular patterns of stimuli, it is noteworthy that the term "instinct" is less frequently used in modern psychological research to explain human behavior.
- **Drive:** The term "drive" is sometimes employed as an alternative to "instinct," predicated on the idea that instinct represents a form of innate drive stimulating certain behavioral patterns to achieve specific goals.
- **Incentive:** An incentive differs from a motive in its origin; incentives are external, whereas motives are internal, as incentives can be tangible or intangible, manifesting as external stimuli like rewards or punishments, which contribute to satisfying an individual's internal motives.
- **Inclination:** Often referred to as "interest," inclination signifies a predisposition in an individual that prompts them to attend to specific matters arousing their emotions, and to identify an individual's inclinations toward sports activity, several indicators must be considered:

- Verbal expression of affinity or aversion for a particular sports activity.
- Engagement in the sports activity towards which they are inclined and dedicating time to its practice.
- Possession of information and knowledge regarding the preferred sports activity.

It is observed that an inclination or interest in sports does not invariably translate to actual participation. An individual might incline to a specific game without possessing the requisite physical ability or motor skills, conversely, an inclination towards sports activity may be positive, demonstrated through active engagement, or "receptive," characterized by following sports activities through reading or observation without direct participation (Badr al-Din Dasa, 2011-2012, page 46).

- **Attitude:** An attitude is a distinct type of dominant motivation that directs behavior, as numerous researchers define attitude as a propensity to respond in a specific manner towards a defined group of stimuli; an attitude is also conceptualized as a hypothetical state of psychological and neurological readiness, organized by past experiences, influencing an individual's response to various situations and stimuli. Attitudes are considered learned behaviors acquired from the environment, comprising cognitive, emotional, and behavioral components. (Badr al-Din Dasa, 2011-2012, page 46).

3- Intrinsic and Extrinsic Motivation

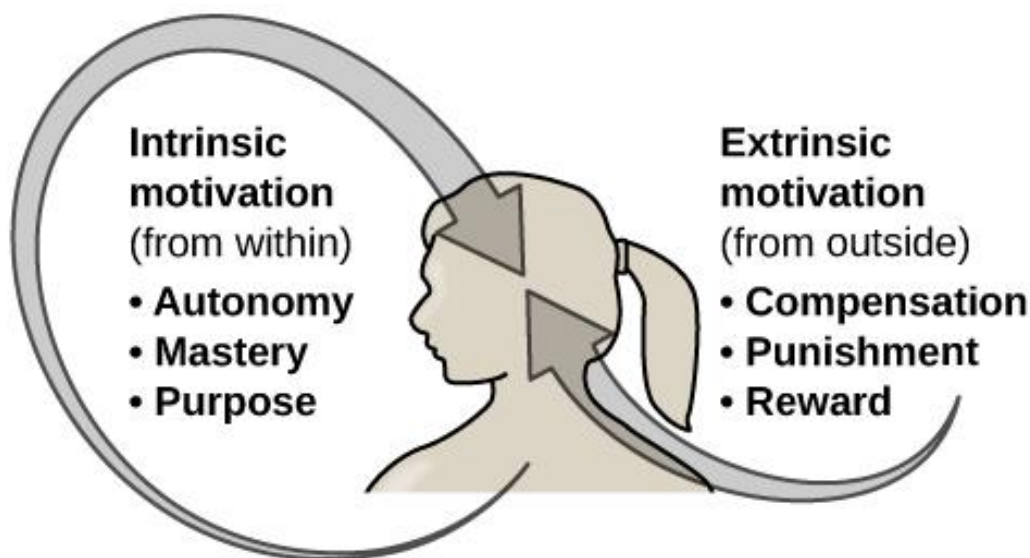
Motivation can be classified in numerous ways; most sports psychology researchers concur that understanding motivation in the sporting domain involves dividing it into two primary types based on its sources: intrinsic motivation and extrinsic motivation.

- **Intrinsic Motivation:** In sports, intrinsic motivation pertains to internal states originating from within the individual, stimulated by sports practice or athletic performance as an end in itself, as examples include the satisfaction, pleasure, and enjoyment derived from sports participation, and the sense of comfort after overcoming demanding physical exercises requiring courage and willpower; it also encompasses the aesthetic pleasure from an athlete's agile and harmonious motor performance, alongside the excitement and challenge of confronting obstacles or difficulties linked to athletic performance, as intrinsic motivation

can be said to relate to self-actualization and the personal satisfaction an athlete experiences through the sports activity itself.

- **Extrinsic Motivation:** Refers to external states not originating from within the individual, which influence the direction of their behavior towards sports practice or athletic performance, for instance, sports coaches, parents, or friends can be considered external motivational sources affecting the athlete, as extrinsic motivation also includes various means aimed at achieving external goals, such as obtaining tangible or intangible rewards, receiving external encouragement and support, enhancing health and physical fitness, and other objectives not directly related to the internal satisfaction derived from the sports activity (Iyad Abdel Karim Al-Azzawi, Marwan Abdel Majeed Ibrahim, 2005, page 128).

Figure (02): Sources of Intrinsic and Extrinsic Motivation



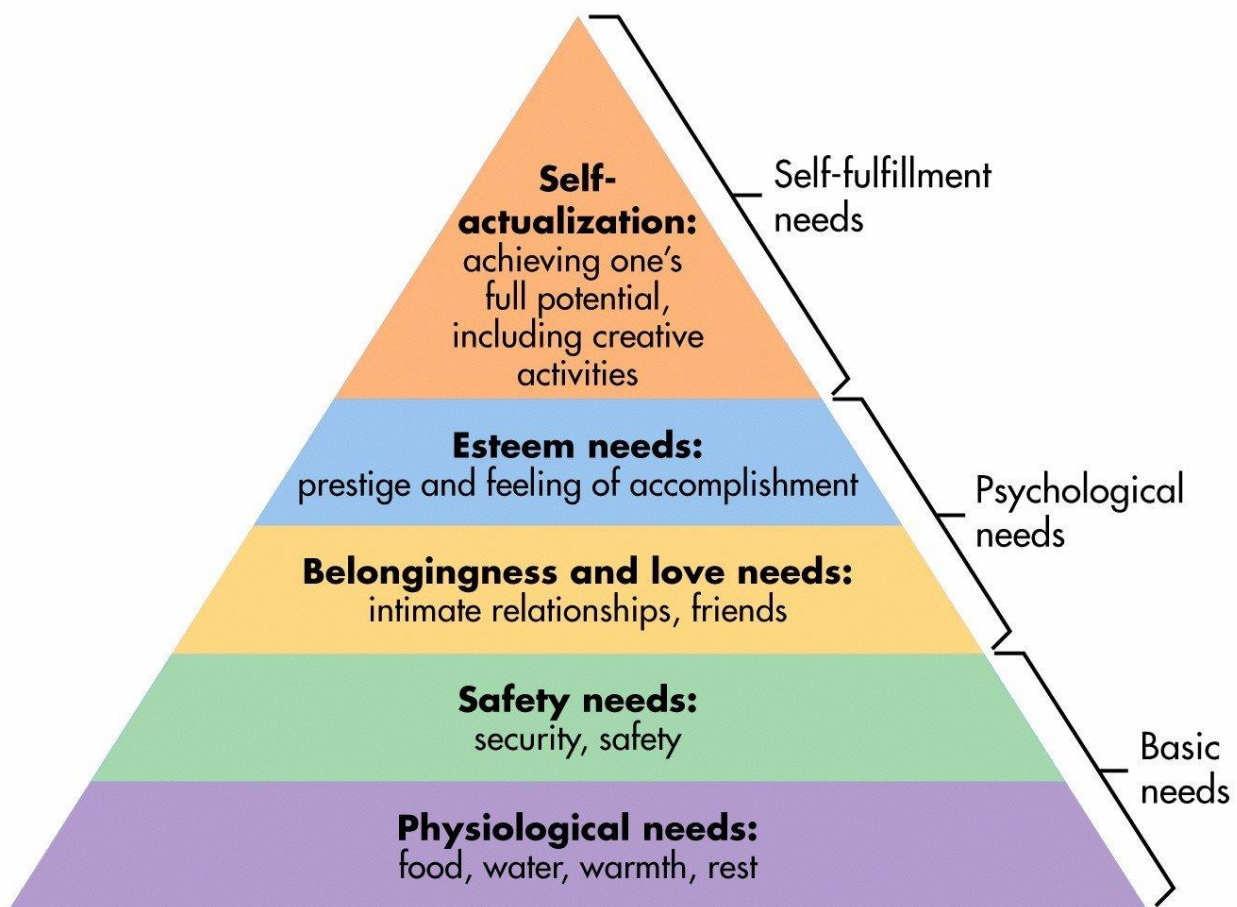
5- Motivation According to Theories

When examining theories explaining motivation in psychology, several prominent ones are reviewed, including (Badr al-Din Dasa, 2011-2012, page 62):

- Hierarchy of Needs Theory

- Instinct Theory
 - Activation and Arousal Theory
 - Social Learning Theory
1. **Hierarchy of Needs Theory:** Abraham Maslow (1970) introduced the Hierarchy of Needs theory, which outlines a graduated series of human needs from the most basic to the highest levels. Maslow indicated that individuals organize their needs according to a natural system that follows the priorities of the body and mind, dividing these priorities into two categories:
 - **Deficiency Needs:** These represent essential and urgent needs critical for the continuation of life; prominent among these are the needs for food, drink, sleep, and the need for safety and security, which are paramount in human life.
 - **Growth Needs:** Include psychological and social needs, such as the need for love and friendship, the need for self-esteem, and the need for self-actualization; these needs signify an individual's psychological and social development, as illustrated in the following figure:

Figure (03): Hierarchical Ladder of Basic Needs



In Maslow's view, deficiency needs must be satisfied before growth needs. The need for food and water is more urgent and takes precedence over the need for love, friendship, or appreciation; once a deficiency need is met, it becomes less urgent, and the individual moves to the next higher need level, conversely, no need can be addressed or satisfied until more pressing needs are fulfilled.

The authors offer a novel perspective on Maslow's theory, citing the Holy Quran, specifically Surah Quraysh, which alludes to physiological needs like hunger and thirst ("Who has fed them, [saving them] from hunger") and then to safety and security needs ("and made them safe from fear"); upon reaching self-actualization, an individual achieves completeness, yet the cycle of life continues. Humans, despite achieving self-actualization, persistently strive for betterment, reflecting the nature of continuous motivation (Abd Al-Wadud Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti, 2014).

Furthermore, Martens (1987) noted that applying the Hierarchy of Needs theory can aid in understanding some motivations for sports participation and competition; important needs individuals seek to fulfill through sports include:

- **Practice for pleasure and fun:** Individuals seek to expend energy and experience the excitement derived from fun and pleasure, thereby preventing boredom or anxiety.
- **Practice to communicate with others:** This corresponds to the need to belong to a specific group or team and to satisfy the need for friendship.
- **Participation in sports competitions:** This addresses the need for self-esteem and achieving self-efficacy, one of the most significant motivating factors in sports (Abd Al-Wadud Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti, 2014).

2- Instinct Theory: Instinct theory attempts to explain behavioral motives based on instincts; Proponents believe that every human activity is linked to a specific instinct; For example, humans seek food due to a food-seeking instinct, and a mother loves her children due to a maternal instinct; These instincts are considered unconscious and inherited, meaning they are not acquired or learned and are common among members of the same species.

Instinct as viewed by Sigmund Freud: Freud regarded instinct as a physical function arising from a state of physical arousal or tension within the body; These instincts are directed towards a specific object to alleviate tension and arousal, thereby achieving pleasure and gratification; He also posited that individuals are driven throughout life by an instinctual energy he termed "Libido."

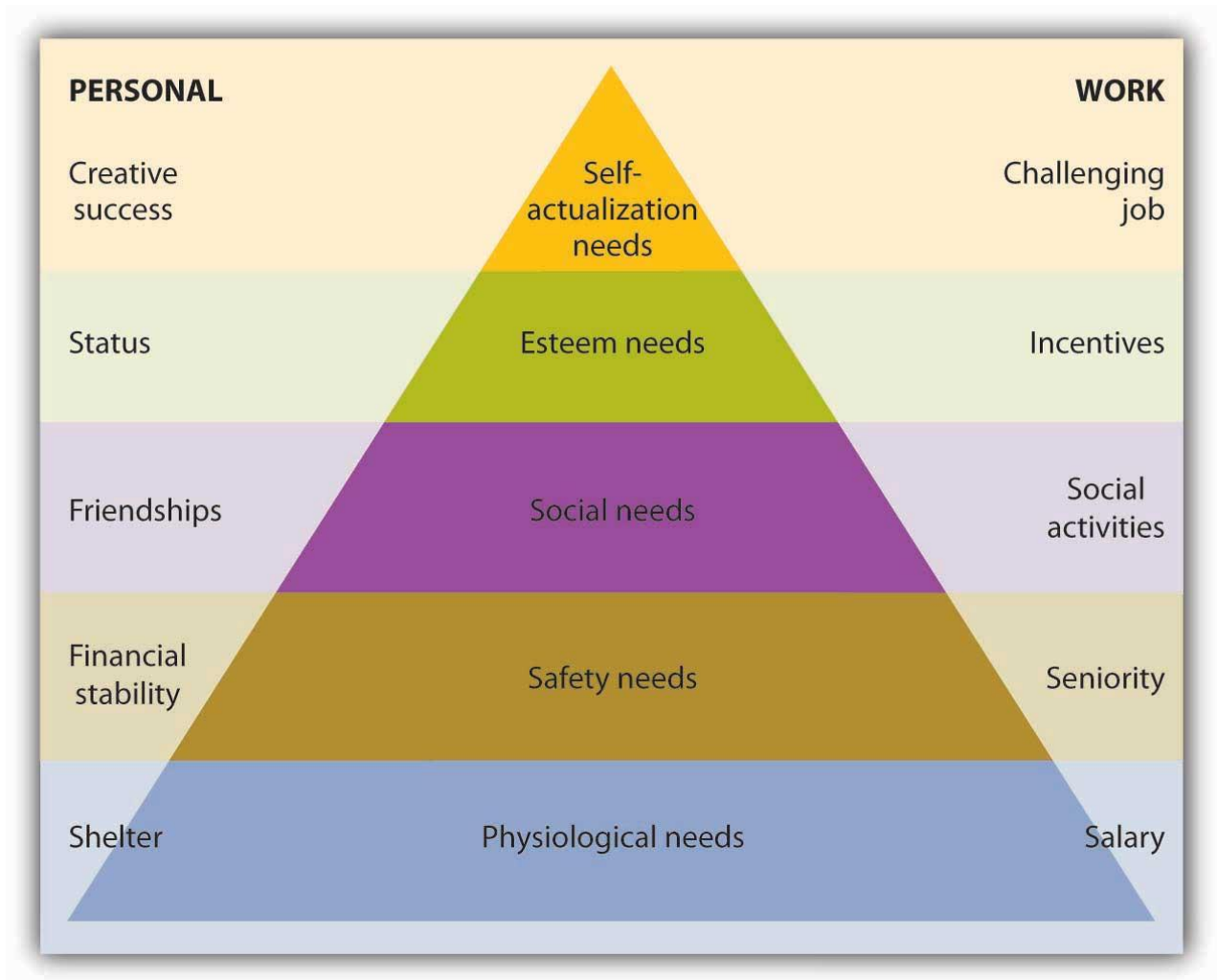
However, many contemporary researchers have largely abandoned instinct theory for explaining human behavioral motives due to criticisms; The theory was deemed "metaphysical" rather than "practical" and lacked a tangible scientific explanation of behavioral motives; It has also become evident that instincts are essentially physiological needs stemming from the human body's composition and organ functions, for instance, the food-seeking instinct is fundamentally the body's need for nutrients, and the water-seeking instinct is the body's need for a certain amount of water to maintain its functions; The same applies to the sexual instinct, which is

related to the activity of specific glands and hormonal secretions leading to sexual motivation (Badr al-Din Dasa, 2011-2012, page 61).

3- Activation and Inverted U Theory: Witting suggested that the concept of "activation-arousal" in motivation posits that each individual has an optimal level of activation; Behavior is directed towards maintaining this level; If environmental stimuli are excessively high, behavior is driven by attempts to reduce the activation level, conversely, if the activation level is very low, behavior is driven by attempts to elevate it.

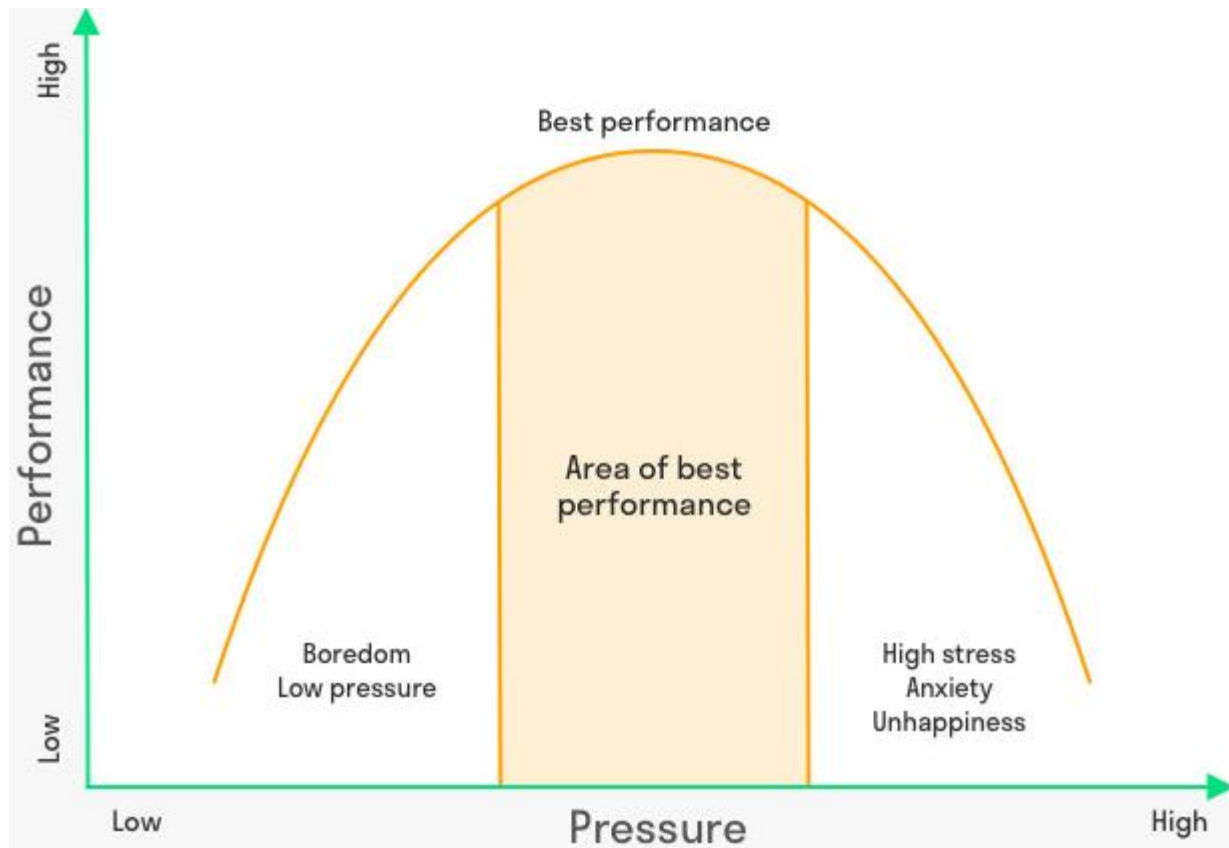
Baker et al. (1990) also indicated that "activation-arousal" is considered a motivator for behavioral performance; According to incentive theory and the inverted-U model, despite their differing theoretical foundations, various states of motivation can be explained using this concept; Incentive theory posits a linear, direct relationship between motivation (incentive) and performance: higher levels of motivation lead to better performance and behavior (Abd Al-Wadud Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti, 2014), as shown in the figure:

Figure (04): Incentive Theory



The inverted U model indicates that the relationship between activation (arousal) levels, motivation, and performance quality follows a specific pattern; As activation (motivation) levels increase, the quality of behavior or performance improves up to a certain point; Beyond this optimal point, if activation continues to rise, performance quality begins to decline; In other words, there is an optimal activation point, after which excessive activation leads to performance deterioration; This model reflects the non-linear relationship between motivation and performance, as illustrated previously, showing how excessive activation increase leads to performance decline (Abd Al-Wadud Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti, 2014), as in the figure:

Figure (05): Inverted U Theory.



4- Social Learning Theory: Social learning theory emphasizes the impact of learning through experience, success, and failure; According to this theory, learning from success or failure forms a primary basis for motivation; This means that when an individual succeeds in performing a certain behavior, their motivation to repeat this behavior in the future increases, whereas failure decreases their motivation to continue the same behavior.

Furthermore, an individual doesn't need to have personally experienced the behavior to be motivationally affected; observing others succeed or fail can suffice to generate motivation in the individual to replicate successful behavior or avoid failed behavior.

Albert Bandura pointed out that social learning theory is based on learning by modeling, meaning individuals learn by observing and imitating others' behaviors. In this process, an individual may perform part or all of the behavior observed in another person, especially if these behaviors are motivating or reinforced in some way.

Moreover, Bandura confirmed that social learning is closely linked to social reinforcement; Behavior that receives positive reinforcement, whether from coaches or the surrounding environment, becomes a motivator for the person to repeat that behavior; for example, when a coach encourages a player for a specific performance, this acts as positive reinforcement, driving the player to repeat the behavior, conversely, when a player is punished for undesirable behavior, this serves as a motivator to avoid repeating the negative behavior (Abd Al-Wadud Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti, 2014, pages 130-133).

6- Development of Motivation for Sports Practice:

Motivation for sports practice is considered an interconnected series of stages; It commences with an individual's desire to acquire physical and motor experiences and progresses towards specialization in a specific sports activity; As training and development intensify, so does the inclination to improve performance, leading to further training and challenges to elevate one's level.

This motivation acts as a potent incentive for continuous development in athletic performance, as individuals strive to reach the highest echelons in sports, however, this path may encounter obstacles such as boredom or temporary failure, which can negatively impact persistence; the objective here is to prevent any impediment from halting an individual's progress or deterring them from continuing sports practice.

Studies by Bonnie (1980) indicated that types and states of motivation evolve across the fundamental stages of sports practice; These stages are:

1- The stage of initial practice of sports activity: In this stage, children or young individuals begin their initial attempts at practicing sports; Motives at this stage are linked to several key factors:

- * **Inclination towards physical activity:** Children at this stage exhibit a strong desire for movement and physical activity, compelling them to engage in various motor activities; Typically, they do not possess a directed mindset towards specializing in a particular sport, as freedom in experimentation and exploration of multiple physical activities characterizes this stage;
- * **Environmental factors:** The environment plays a significant role in shaping children's sports interests, for instance, children in coastal regions tend towards swimming, while those in rural areas might prefer ball games requiring ample space;

* **Family and coach guidance:** Guidance from family and coaches at this stage is a fundamental factor motivating children to engage in diverse sports activities; School programs or sports courses can significantly impact children's motivation to practice physical activities.

* **Physical education lessons:** Physical education classes in schools offer a valuable opportunity for children to participate in physical activities under specialized supervision; Children often enjoy these lessons due to the freedom and enjoyment that help satisfy their motor desires.

* **Outdoor activity:** Sports activities outside the school schedule, such as after-school or summer activities, can influence children's motivation for sports practice, especially if these activities are conveniently located near home (Badr al-Din Dasa, 2011-2012, page 67).

2- Motivation for specialized sports practice stage: At this stage, the individual specializes in a particular sport and begins to cultivate their motivation to achieve a certain level in this activity; The motives are related to:

* **The specialized goal:** The individual aims to excel in a specific sport, such as basketball, football, or volleyball.

* **Attempting to reach a certain athletic level:** Individuals at this stage may be driven to achieve an advanced athletic level, such as representing a distinguished sports team (e.g., a club's youth team).

Prominent motives for individuals at this stage include:

- **Inclination towards a specific sports activity:** The individual develops a particular affinity for a specific type of sports activity that piques their interest and which they seek to practice, this inclination is an internal readiness prompting attention to emotionally evocative matters, this inclination might stem from internal personal motives (e.g., health benefits), the presence of friends practicing the same activity, or guidance from family or a sports coach.
- **Acquiring special abilities:** An individual may develop particular skills in a certain sports activity and strive to enhance them through continuous practice; Mastery of specific sports skills creates a strong motivation to continue training to maximize abilities, making the practice of this activity a compelling need; The physical effort involved also becomes a habitual aspect of their routine.

- **Acquiring new knowledge:** Through participation in sports activities, whether in physical education, school matches, or external activities, individuals may gain substantial knowledge related to the activity; Understanding the rules and technical/strategic details of the game motivates the individual to apply this knowledge and enhances their drive to continue practicing (Badr al-Din Dasa, 2011-2012).
- **Participation in sports competitions (matches):** Participating in sports competitions is a significant factor motivating individuals to persist in sports activities and advance their athletic level; The primary reason for commitment to training and exerting maximum effort is to perform creditably and achieve optimal results; additionally, emotional experiences from competitions, such as success, failure, winning, and losing, are prominent motivators at this stage.

3- Motivation for high athletic levels (the sports championship stage): At this stage, motivation for sports practice is linked to clear social orientations and individual motives. Prominent motives include:

* **Continuous pursuit of improving the level:** The player's sustained training, effort, and lifestyle organization to meet physical demands reinforce their attempts to enhance performance for winning competitions or setting records; Many players aim beyond first-class level, striving to improve sufficiently to join national teams and represent their country in international competitions.

* **Trying to reach global levels:** Athletic champions aspire to global recognition to achieve sporting victories that elevate their country's name internationally. Winning world championships not only enhances the champion's reputation but also promotes their country globally, as media disseminate news of these victories, earning appreciation and celebration from other nations; This also testifies to the advanced level of sports organization in the country, capable of producing world-class champions (Badr al-Din Dasa, 2011-2012, page 59).

* **Personal gains:** Athletes seek personal success, self-validation, and excellence to achieve a prominent status among the public; they may also pursue distinction, fame, material gains, and other personal benefits, such as improving their social, economic, or cultural standing through club or institutional sponsorship; Personal gains also include opportunities for travel and participation in international visits, which might otherwise be unavailable.

*** Improving the level of specialized activity:** Athletes aim to refine their skills and strategies in their practiced sport; Innovative techniques are often heard of, such as the "O'Brien" method in the shot put, the "Fosbury Flop" in the high jump, or "interval training" associated with Czechoslovakian champion "Emil Zátopek" These creative contributions by champions in their specializations were key factors in advancing the level of specialized sports activity, now adopted by world champions.

*** The need to teach others:** Athletic champions often seek to impart their personal experiences to younger individuals; Many world champions mentor talented children, guiding them toward future success, especially after retirement; Some champions also contribute to guiding and sponsoring these young talents to become their successors in the sports world (Abd Al-Wadud Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti, 2014, pages 136-138).

7-Motivational Categories Related to Sports Practice:

Based on numerous studies on sports motivation across various levels (e.g., Suinn, 1991; Muhammad Alawi, 1991; Roberts, 1991), several motivational categories have been identified:

- **Physical and health fitness:**
 - Gaining physical fitness.
 - Improving specific physical attributes.
 - Enhancing health and strengthening vital bodily functions.
 - Maintaining a good physique.
 - Experiencing physical well-being.
- **Social Approval:**
 - Parental (family) approval.
 - Peer (friends) approval.
 - Encouragement from teachers or coaches.
 - Approval from the opposite sex.
 - State encouragement.
- **Self-Mastery:**

- Feeling self-efficacy, competence, and confidence.
- Achieving mind-body control.
- Increasing control over personal emotions.
- Feeling able to control body movements.
- Excellence in motor performance.
- **Friendship and personal association:**
 - With teammates.
 - Meeting other competitors in matches.
 - Forming social relationships and friendships.
 - Getting to know famous players.
 - Mutual understanding with others (Abd Al-Wadud Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti).
- **Tangible payoffs:**
 - Sports scholarships.
 - Grades for sports excellence.
 - Travel and visit more countries.
 - Sports awards.
 - Greater opportunities for a better life.
- **Success and achievement:**
 - Achieving success in important competitions.
 - Participating as a starter in important competitions.
 - Achieving personal sports goals.
 - Setting bigger goals to achieve.
 - Winning specific championships and victories.
- **Competition:**
 - Competition against time (e.g., in running).
 - With teammates.

- Against another competing team.
- Winning over other competitors.
- The joy of competition.
- **Sport interest:**
 - Inclination towards a specific sports activity.
 - Love and enthusiasm for sports.
 - Lack of better hobbies to practice (Abd Al-Wadud Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti, 2014).
- **Parent-directed testing:**
 - Sports practice since childhood.
- **Emotional release:**
 - Feeling calm and comfortable.
 - Allowing freedom for individual feelings.
 - Feeling refreshed.
 - Experiencing emotional catharsis.
 - Feeling psychological comfort.
- **Fear of failure:**
 - Achieving a low ranking.
 - Performance evaluation by others leads to self-criticism.
 - Defeat and inability to achieve victory.
 - Judgmental comments from others.
- **Recognition:**
 - From colleagues or friends.
 - From the public.
 - From specific individuals like coaches or club administrators.
- **Status:**
 - Being perceived by others as more important.

- Being placed at a higher level by others.
- Being evaluated more favorably by others.
- Being treated with more respect by others.
- Feeling one's importance (Abd Al-Wadud Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti, 2014).
- **Self-awareness:**
 - Conscious focus on one's lifestyle.
 - Increased self-confidence.
 - Perceiving oneself as an active person.
 - Enhanced feeling of self-efficacy.
- **Spectators conditions:**
 - Competitions in front of supportive fans.
 - Spectators focus on watching you in competitions.
 - Believing you are a favorite with viewers.
 - Believing that viewers are cheering you on.
 - Competing amidst the cheers of spectators (Abd Al-Wadud Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti, 2014, page 142).

Guidelines for Building Motivation for Sports Practitioners:

For specialists in the sports field (physical education teachers, sports coaches, or sports club administrators) to effectively build motivation among sports practitioners across various domains and levels, they must consider numerous aspects; Weinberg and Gould (1995) highlighted the following guidelines that can contribute to building and strengthening motivation among sports practitioners.

1- Considering personality and situational factors:

Some may believe that the personal factors of sports practitioners as personality traits, needs, inclinations, or goals- are the primary determinants of motivational behavior toward sports practice; Others might contend that situational factors such as competitive versus recreational sports settings, the appeal of material resources

like equipment condition, teaching, and training methods, or win/loss scenarios are the principal determinants.

In reality, research and applied experience indicate that motivational behavior in sports practitioners results not from personal or situational factors alone, but from the interaction between these two variables, therefore, the most effective way to understand motivation is to consider both personal and situational factors concurrently and their interplay, enabling the sound development and enhancement of motivation (Badr al-Din Dasa, 2011-2012).

2- Identifying the reasons for motivation for sports practice:

Numerous researchers and studies have identified multiple reasons that can drive an individual to practice sports; Sports coaches must recognize these reasons to guide individuals appropriately and help build their motivation toward sports practice. Results from studies conducted by the author on large samples of sports practitioners show that motives for competitive sports practice primarily include: personal gains, international representation, skill improvement, achieving victory, external encouragement, and social aspects, conversely, motives for recreational sports practice predominantly involve: acquiring health, physical fitness and vitality, fun and pleasure, enjoyable time expenditure, recreation, weight loss, and social aspects.

Furthermore, it should be noted that sports practice in its various forms may not stem from a single type or state of motivation but rather from an overlap of several, for instance, an individual might engage in competitive sports aiming for international representation alongside personal gains; Similarly, one might practice recreational sports for physical fitness, weight loss, and enjoyment; As an individual develops, their motivation may modify and evolve, potentially acquiring new motivational states; Consequently, motivation associated with sports practice is not static but is subject to change over extended periods of engagement. An individual's motivation for sports may also vary at each age stage according to the physical, psychological, and social demands and needs of that stage; Moreover, motivation differs based on the individual's athletic, physical, or motor level; the motivation of a novice player differs from that of a first-class player, which in turn may differ from that of an international or world-class player.

4- Considering the conflict of motives:

Occasionally, obstacles may impede an individual's desire to practice sports; For example, a player might strive for consistent participation in sports training and competitions while simultaneously trying to allocate sufficient time for regular attendance at school, college, or work, which can lead to a conflict between the motivation for sports and the motivation for study or work, necessitating reconciliation, therefore, sports coaches should be mindful of factors that might induce psychological conflict among practitioners and work towards finding appropriate solutions (Badr al-Din Dasa).

5- Considering shaping the environment to develop motivation:

While sports coaches need to understand the reasons driving sports participation, this knowledge alone is insufficient; Environmental factors must be shaped according to the practitioners' needs, for instance, competitive sports practitioners require significant time for high-intensity training; Some coaches might mistakenly believe this fulfills all needs, yet these practitioners also require time for relaxation and enjoyable social interaction with colleagues; Thus, coaches should balance extensive training time with opportunities for recreation and strengthening camaraderie, thereby positively developing motivational factors for practice.

6- Trying to modify unwanted motives:

Sports coaches should employ effective methods to change or modify undesirable or negative motives among sports practitioners; For example, coaches must address aggressive behavior in some players with severity and firmness, clarifying the harms and risks of such behavior; Concurrently, they should support behavior aimed at fair play, justice, and assertive conduct within the rules and regulations of sports competitions (Abd Al-Wadud Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti, 2014, pages 143-145).

Practical Perspectives on Motivation in the Sporting Domain (Chapter Five)

The engine of athletic endeavor is not found solely in the muscles or the tactics, but in the complex and often unseen world of motivation; it is the internal catalyst that transforms potential into action and perseverance into excellence. To understand motivation is to move beyond the simplistic carrot-and-stick approach and to appreciate it as a dynamic, evolving dialogue between an athlete's inner psyche and the external sporting world, a force that initiates, directs, and sustains the incredibly demanding journey of sports participation and mastery.

Consider the case of two young swimmers on the same national team, both physically gifted yet demonstrating starkly different motivational profiles. Maya attends every 5 a.m. training session with a palpable, quiet focus; she speaks of the "feel" of perfect technique, the personal challenge of shaving milliseconds off her time, and the deep satisfaction of mastering a difficult turn. Her drive is a classic example of intrinsic motivation; the activity itself is its own reward, fueled by the pleasure of competence, the autonomy of the challenge, and the pure sensation of movement. Her teammate, Liam, trains with equal vigor but his conversation revolves around making the Olympic team to gain recognition from his hometown, securing a university scholarship, and the admiring glances that come with wearing the national crest. His is a potent mix of extrinsic motivations, driven by separable outcomes like rewards, status, and external validation. The practical insight here is that both sources are powerful and often coexist; the effective coach does not dismiss Liam's extrinsic drives but works to nurture a complementary layer of intrinsic appreciation for the craft, thereby building a more resilient and self-sustaining motivational foundation that can withstand setbacks, such as a lost scholarship or criticism from fans.

The developmental journey of motivation further illustrates its dynamic nature. A child's initial foray into football (Initial Practice Stage) is typically driven by a primal joy of movement, the desire for social play, and parental encouragement; the motivation is exploratory and pleasure-oriented. A few years later, that same individual, now a promising teenage player in an academy (Specialized Practice Stage), finds motivation in more complex sources: the drive for mastery of specific skills, the identity of being "a footballer," the camaraderie of the team, and the thrill of competition. By the time they reach the professional ranks (High Athletic Levels Stage), the motivational tapestry incorporates elements of legacy, financial security,

national pride, and the profound need for self-actualization through the pursuit of championship greatness. A coach who uses the same motivational strategies for a 10-year-old learning fundamentals and a 25-year-old veteran preparing for a cup final will fail miserably; recognizing this evolution is key to providing appropriate, stage-specific support, challenges, and feedback.

The practical application of motivational theories becomes evident when diagnosing performance issues. The Inverted-U Theory is not merely a graph in a textbook; it explains why a normally reliable penalty-taker might sky the ball over the bar in a championship final. Under the intense spotlight, his arousal and motivation have skyrocketed past his individual optimal point, leading to catastrophic performance decay. The coach's role, informed by this theory, is to employ techniques in the days and moments before the match—such as controlled breathing, routine focus, and cognitive reframing—to modulate that arousal level back into the optimal zone for peak execution. Similarly, Social Learning Theory underscores the power of the environment; a young gymnast will be far more motivated to attempt a risky new skill if she sees a respected teammate being praised and celebrated for mastering it, thereby learning through observation that effort and courage are valued and rewarded within her training culture.

Ultimately, the coach's most crucial task is to become an architect of a motivationally intelligent environment. This involves identifying individual motivational profiles—understanding that one player thrives on public praise while another prefers quiet, technical feedback. It requires shaping the environment to balance grueling training with opportunities for autonomy, fun, and social bonding, thus preventing burnout. It also means skillfully managing the interplay between intrinsic and extrinsic rewards; while a trophy or bonus (extrinsic) is a powerful goal, the coach must consistently connect it to the intrinsic values of mastery, team unity, and personal growth. For instance, after a victory, a wise coach will celebrate not just the scoreboard, but the disciplined defense, the selfless assist, and the resilient mindset that made it possible, thereby reinforcing the deeper, more sustainable motivational roots. In this nuanced understanding and application, motivation ceases to be a mysterious force and becomes a deliberate, cultivable cornerstone of athletic development and triumph.

Chapter Six: Anxiety

1. The concept of anxiety
2. Types of Anxiety
3. Levels of anxiety
4. Modern models of anxiety
5. Factors influencing pre-competition anxiety
6. Anxiety in the sports field
7. Sources of related anxiety

Chapter Six: Anxiety

1. The Concept of Anxiety:

Anxiety is an unpleasant emotional experience characterized by feelings of fear, tension, or threat, where the individual struggles to pinpoint the source or intensity of these emotions; It is a state of unease and disquiet; one becomes anxious and, in turn, makes others anxious; To "make something anxious" implies disturbing its stability or place; Anxiety encompasses unsettling psychological feelings that deeply affect an individual, often leading to adverse consequences; This phenomenon has become increasingly prevalent in contemporary society due to the rapid civilizational changes impacting various facets of our lives; While the effects of anxiety may sometimes be subtle, its influence is manifested in behaviors and outcomes. In an era defined by its accelerated pace, individuals with few exceptions strive relentlessly to achieve their goals, often disregarding those around them; Merchants are anxious about market fluctuations, profits, and losses; Heads of households worry about their children's futures and securing their livelihoods; Women are anxious about managing their homes and nurturing their children, often while balancing their careers; Ultimately, anxiety pervades modern life; While some may consider fear synonymous with anxiety, they are distinct emotional responses; Fear involves a clear identification of a specific threat, whereas neurotic anxiety is characterized by an inability to identify the specific stimuli triggering the anxious response.

Scholars of health hold differing views on the concept of anxiety; Proponents of the behavioral school offer valuable perspectives, each rooted in its unique philosophical underpinnings; It is worthwhile to examine some of these schools (Ibrahim Rashid, 2018-2019, p. 128).

2. Types of Anxiety:

Many psychologists have long been interested in studying the subject of anxiety and its types; Sigmund Freud distinguished between two primary types of anxiety:

a. **Objective Anxiety:** This is a reaction to a known external danger; The source of threat in objective anxiety resides in the external world and is identifiable, such as a student's anxiety before a final exam or an athlete's anxiety before a major competition.

b. **Neurotic Anxiety:** Neurotic anxiety is a vague, unfocused fear where the individual struggles to understand its underlying causes; It is a reaction to an internal, instinctual danger originating within the individual's personality; There are three subtypes of neurotic anxiety: free-floating anxiety, phobic anxiety (pathological), and hysterical anxiety (Khalid bin Abbas bin Harith Al-Ya'rabi, 2020).

3. Levels of Anxiety:

Anxiety exists across a spectrum of intensity, with three recognized levels:

a. **Low Level of Anxiety:** A certain degree of anxiety is considered beneficial, aiding in preparation for life's demands; At a low level, anxiety serves as a motivator, driving individuals to action; For example, a student's anxiety before an exam can spur continuous practice, fostering motivation and optimal effort for achieving the best possible results; This is sometimes referred to as facilitative anxiety, indicating its helpful nature; In sports, a team positioned in the middle of a league, with only a few matches remaining, may experience a low level of anxiety because their outcomes will not significantly impact their league status; Similarly, a track athlete competing against less skilled opponents may exhibit low anxiety.

b. **Moderate Level of Anxiety:** As anxiety intensifies, it can negatively impact performance; At this level, athletes may experience a decline in control, displaying excessive effort, hesitation, and fear of the opponent; In matches determining third and fourth place in a championship, where scores are close, both teams are likely to experience a moderate level of anxiety; Likewise, a runner in a 100-meter race competing against significantly faster athletes may experience moderate anxiety, recognizing the likely outcome.

c. **High Level of Anxiety:** When anxiety reaches a high level, its detrimental effects become pronounced in behavior and sports performance; Athletes may struggle with concentration, commit more errors, and exhibit extreme nervousness; This intense anxiety termed debilitating anxiety, hinders performance and achievement; Examples include a team facing relegation or a runner competing against unknown, highly skilled opponents, leading to intense effort to maintain their level and a resultant high level of anxiety.

4. Modern Models of Anxiety:

Contemporary researchers in general and sports psychology have identified modern models of anxiety, which have been widely accepted (Ibrahim Rashid, 2018-2019, p. 130). These include:

First: Trait and State Anxiety.

Second: Sports Competition Anxiety.

Third: Multidimensional Anxiety.

First: Trait and State Anxiety

State Anxiety: This involves temporary feelings of fear, tension, and instability triggered by transient circumstances, as it is a temporary condition that subsides once the triggering factor is removed; Some psychologists view it positively, as it is linked to specific situations and the avoidance of negative outcomes, for instance, a football team may experience state anxiety when the opposing team launches a sudden, potentially scoring attack, fearing a goal and potential loss of the match.

Trait Anxiety: Unlike state anxiety, trait anxiety is a more enduring personality characteristic, as individuals with trait anxiety experience anxiety regardless of external stimuli, and it is deeply ingrained, making it difficult to resist, these individuals are often tense and fearful, and psychologists consider this type of anxiety as detrimental to sports performance; they frequently complain about everyday situations and experience psychological instability. Some athletes constantly suffer from this anxiety due to factors like inadequate equipment, changes in venue, or the presence of specific opponents, referees, or audience members.

Second: Sports Competition Anxiety

This form of anxiety arises in competitive sports settings; it is a specific type of anxiety experienced by athletes concerning competitive situations, in contrast to the broader trait and state anxiety described by Spielberger, which can occur in any situation perceived as threatening; Exposure to this type of anxiety is valuable for athletes, as it provides experience in overcoming similar challenges in the future. Sports competition anxiety can be further categorized as a trait or state (Ibrahim Rashid, 2018-2019, p. 133):

a. Trait Sports Competition Anxiety.

b. State Sports Competition Anxiety, which is divided into four sections:

a. Trait Sports Competition Anxiety: This refers to an athlete's tendency to perceive sports competition as threatening and to respond with anticipated danger and tension; Athletes with high levels of trait sports competition anxiety are more likely to perceive competitive situations as threatening, leading to higher levels of anxiety compared to those with lower trait anxiety.

b. State Sports Competition Anxiety: Similar to Spielberger's concept of state anxiety, state sports competition anxiety is specific to sports-related situations; It is divided into several states:

- **Pre-competition State Anxiety (days before):** This state occurs in the days leading up to the competition.
- **Pre-competition State Anxiety (minutes before):** This state occurs in the minutes immediately before the athlete's participation (*Note: The original text has a typo here, repeating the previous heading; the context implies this is closer to the actual event.*)
- **Competition State Anxiety:** This is the anxiety experienced during the competition due to the events and stimuli associated with it.
- **Post-competition State Anxiety:** This relates to performance factors and outcomes, especially in cases of defeat or failure to meet expectations (Ibrahim Rashid, 2018-2019).

Navigating Sports Competition Anxiety



Models of Pre-Competition Anxiety States:

First: Start Fever State.

Second: Start Apathy State.

Third: Combat Readiness State.

First: Start Fever State

Key psychological characteristics of the start fever state include:

- Intense arousal (nervousness).
- Poor memory.
- Fear of the competitor and a lack of self-confidence.
- Unstable emotional state and rapid mood swings.

- e. Distracted attention and inability to concentrate.

Second: Start Apathy State

Key psychological characteristics of the start apathy state include:

- a. Apathy, indifference, and loss of desire to participate.
- b. Moodiness, laziness, and lethargy.
- c. Negative emotional state with boredom and dissatisfaction.
- d. Decreased perception, attention, thinking, and memory.
- e. Weak willpower.

Third: Combat Readiness State

Key psychological characteristics of the combat readiness state include:

- a. Positive cognitive state.
- b. Enhanced perception, thinking, and memory for tasks.
- c. Focused attention on the match.
- d. The athlete's mental rehearsal of match scenarios.

5. Factors Affecting Pre-Competition Anxiety States: (Ibrahim Rashid, 2018-2019, p. 26)

- The emotional type of the player (nervous, shy, normal).
- The player's previous experience.
- The player's physical, technical, and tactical condition.
- The level of competition.
- The importance of the competition.
- The competition system.
- The location of the competition.
- Audience responses.

- Climatic conditions.

6. Anxiety in the Sports Field:

Athletic success depends not only on physical and technical skills but also on psychological factors such as motivation, desires, beliefs, perception, thinking, psychological readiness, fear, and anxiety; athletes may feel proud and happy after success but disappointed and despondent after failure; these emotions can strongly influence performance; an athlete may gain or lose courage, feel energized or paralyzed, and show symptoms of start fever or apathy; Anxiety in sports is a double-edged sword, acting as either a facilitator or an impediment; as a facilitator, it motivates the athlete to identify the source of anxiety and prepare physically and mentally; as an impediment, it hinders action by negatively impacting the athlete's psyche.

7. Sources of Anxiety Associated with Sports Competition:

Sports competition involves a struggle between individuals striving for the same goal; While a direct competitor is not always necessary, individuals may compete against themselves, especially in individual sports, or against records set by other athletes; In team sports, performance depends on organized and purposeful interaction among team members; Some athletes require a degree of anxiety before competition to perform optimally, while others need a balanced state to enhance their performance.

Four primary sources of anxiety exist:

First: Fear of Failure

Fear of failure is a major cause of nervousness, anxiety, and fear among athletes; This fear stems from the possibility of losing the match, losing points, or performing poorly.

Second: Fear of Inadequacy

This arises when athletes perceive a deficiency in their physical or mental preparation to face the competition; this fear centers on the athlete's feeling that a specific shortcoming will lead to self-dissatisfaction.

Third: Loss of Control

Anxiety tends to increase when athletes feel a loss of control over the events in competition and perceive that external forces govern the outcome, the athlete's emotional state and anxiety levels are influenced by both the external environment surrounding the competition and the athlete's internal thoughts, feelings, and emotions (Ghalem Abdelhamid, 2015-2016, p. 21).

Practical Explorations of Anxiety in the Sporting Arena (Chapter six)

To comprehend anxiety in sport is to move beyond the simplistic notion of "nerves" and to engage with a complex psychological phenomenon that exists on a spectrum from essential catalyst to crippling impediment; it is a force that can sharpen focus or shatter concentration, energize the body or paralyze it, and its mastery is often the fine line between triumph and defeat. This understanding begins not in abstraction, but in the vivid, palpable experiences of athletes themselves, where theory breathes and takes form in the heartbeats before a starting pistol or the tense silence of a penalty shootout.

Consider the pre-race ritual of an elite sprinter, Amina. As she blocks out the stadium roar and focuses on her lane, she experiences a surge of physiological arousal: increased heart rate, tense muscles, a flood of adrenaline. This is state anxiety in its rawest form—a temporary, situation-specific reaction to the imminent threat of competition. For Amina, this heightened state is not an enemy but a necessary ally; it represents a moderate, facilitative level of anxiety that sharpens her senses, primes her muscles for explosive action, and narrows her world to the track ahead. This positive channeling distinguishes her from a teammate, Kareem, whose pre-race experience is fundamentally different. Kareem's worry begins days before, plaguing his sleep with visions of false starts and poor performances, regardless of the meet's importance. His is a deeper, more pervasive trait anxiety—a personality predisposition to perceive competitive situations as inherently threatening. Where Amina's anxiety is a tool, Kareem's is a constant burden, a lens that colors his entire athletic experience with undue tension and dread, demonstrating how the same competitive environment elicits profoundly different internal realities based on an athlete's psychological makeup.

The modern multidimensional models of anxiety further refine our practical understanding by dissecting its components. Imagine two footballers preparing for a cup final. The first is primarily battling cognitive anxiety: a torrent of negative thoughts—"What if I miss the decisive penalty?" "The scouts are watching; I must not fail." His mind races with catastrophizing scenarios, eroding his confidence. The second player feels physically overwhelmed by somatic anxiety: his stomach is in knots, his hands are clammy, and he feels a pervasive, unshakeable bodily tension that he interprets as impending doom. A skilled sport psychologist would address these players differently; for the first, employing cognitive-behavioral techniques to

challenge and restructure his negative self-talk, and for the second, teaching biofeedback and progressive muscle relaxation to gain control over his physiological responses. This illustrates that "anxiety" is not a monolithic experience but a compound state where worried thoughts and bodily symptoms interact, and effective intervention must target the dominant dimension.

The practical timeline of anxiety reveals its dynamic nature through distinct phases. In the pre-competition phase (days before), an athlete might grapple with the fear of inadequacy, doubting their preparation. As the event nears (minutes before), this can morph into acute somatic symptoms—the "start fever state" of nervous over-arousal, scattered attention, and emotional instability. During competition, anxiety fluctuates with the flow of the game; a goalkeeper might experience a spike in state anxiety during a penalty kick, a moment of high threat and low control. Finally, in the post-competition phase, anxiety can persist as fear of failure manifests in rumination over mistakes or a debilitating focus on negative public or coach evaluation. Each phase presents unique challenges and requires specific coping strategies, from systematic pre-race routines to manage start fever, to mindfulness during play to stay present, to structured post-event reviews to process outcomes constructively.

Ultimately, the sources of sport-related anxiety provide the strategic map for intervention. The pervasive fear of failure—of losing, disappointing, or embarrassing oneself—is often rooted in an athlete's identity being overly tied to performance outcomes. The fear of inadequacy stems from perceived gaps in skill or fitness. A profound sense of loss of control over officials, weather, opponent actions, or even one's own erratic performance can be particularly anxiety-inducing. The practical task for the coaching team is to create an environment that mitigates these sources. This involves fostering a task-oriented climate that values effort and learning over mere winning, thus reducing fear of failure; ensuring transparent, periodized preparation to build objective confidence and combat feelings of inadequacy; and teaching athletes to differentiate between what they can control (their effort, their focus, their next move) and what they cannot (the referee, the opponent, the crowd), thereby reclaiming psychological agency. In this detailed, applied view, anxiety is transformed from a vague demon into a set of manageable psychological processes; understanding its types, levels, dimensions, timelines, and sources equips the athlete and coach not with a cure for nerves, but with a sophisticated toolkit for harnessing the energy of anxiety and directing it toward the razor's edge of peak performance.

Chapter Seven: Emotions in the Sporting Domain

1. Definition of Emotion in a Sporting Context
2. Constituent Elements of Emotion
3. Dimensions of Emotions
4. Types and Classifications of Emotions
5. Characteristics of Emotions
6. Levels of Emotions in Sports
7. Classification of Emotional Patterns
8. Effects and Consequences Associated with Emotions
9. Key Theories Addressing the Interpretation of Emotion and Emotional Response

Chapter Seven: Emotions in the Sporting Domain

Emotions:

Human life does not unfold at a singular pace or in a uniform manner; rather, it is replete with diverse experiences and trials that evoke a spectrum of emotions and affective states; an individual may feel love at one juncture and animosity or hatred at another, as they might experience fear and apprehension at one moment, only to find security and reassurance at the next. Joy may be felt at certain times, while despondency may surface at others; consequently, human existence is characterized by perpetual fluctuation and unceasing change; This dynamic nature undoubtedly imbues life with much of its intrinsic value and gratification, preventing it from resembling the static existence of inanimate objects, which neither sense, feel, nor are stirred by emotion.

Emotion, therefore, pertains to the state of arousal or stimulation experienced by a living organism; this state manifests through physiological alterations, subjective feelings, affective sensations, and an inclination towards behavior aimed at mitigating this stimulation; whether the origin of emotional stimulation is internal or external, it remains intricately linked to the organism's needs.

1. Definition of Emotion: "It is a state of tension within a living organism, accompanied by physiological and behavioral changes, precipitated by an external stimulus".

Emotions are intrinsically connected to an individual's life and exert a significant influence, when emotions are in their natural, balanced state, they serve to motivate and propel individuals towards action and perseverance, imparting vigor and momentum to behavior; furthermore, they facilitate the organization of experiences, enhance imaginative capacity, stimulate cognitive processes, and shape one's perception of oneself and others. Emotions contribute to the renewal and direction of behavior essential for sustaining human life and are distinguished by their capacity for growth, development, modification, and alteration through learning and training (Badr al-Din Dasa, 2011-2012, p. 114); An emotion arises when a motive within an individual is stimulated, either through the unexpected fulfillment of certain realities beyond their anticipation or when aspirations are met, thereby obstructing progress and preventing the motive from achieving its objective.

The stimulus eliciting an emotion may be internal, such as dental pain or the recollection of a distressing past event; alternatively, it may be a conscious phenomenon, wherein the individual is aware of and can perceive the emotion, this perception can be internal if the feeling is of moderate intensity, however, if the emotion is extreme, the individual may experience a loss of perceptual equilibrium. This can manifest as an expressive aspect, such as gastrointestinal distress or personal anguish, adversely affecting the individual, as evidenced by their words, movements, gestures, and facial expressions-for instance, upon sighting an approaching predatory animal (Emad Samir Mahmoud al-Hakim, 2018, p. 105).

2. Constituent Elements of Emotion:

The constituent elements of emotion are threefold:

1. The Person.
2. The Stimulus.
3. The Response.

1. The Person:

An individual's emotional experience is contingent upon four factors:

A- The Stimulus: It is insufficient for a stimulus to be inherently frightening or anger-provoking; rather, an element of cognitive appraisal- recognizing that the stimulus warrants such a response to be present;

B- The Person's Sensitivity: This is often described in terms of being quick or slow to react, cheerful or melancholic, and is referred to as "temperament".

C- Readiness for Emotional Arousal: This depends on the individual's neurological state and is termed "mood".

D- Habituation to Emotion: This is evident in individuals such as combatants who, having become accustomed to witnessing casualties on the battlefield, are no longer alarmed by the sight of a deceased person.

2. The Stimulus:

The stimulus can be external, such as the sight of a snake, or internal, such as the anticipation of a feared event; A lack of security, for instance, can generate emotions of fear and anger.

3. The Response:

This is the reaction elicited within the living organism by the stimulation; for example, we cry in sorrow, laugh in joy, and become agitated in anger.

3. Dimensions of Emotions:

Psychologists have endeavored to identify the principal dimensions for describing emotions, which include the following:

A- Affective Valence.

B- Intensity.

C- Duration of Emotion.

D- Complexity or Composition.

A- Affective Valence: Affective valence is represented by affective feelings such as pleasure; Organisms are typically drawn towards pleasant emotions and repelled by unpleasant ones, however, distinguishing precisely and definitively between these two types is not always straightforward, particularly in instances of moderate emotional arousal.

B- Intensity: The intensity or strength of emotion is manifest in the increased energy expended across the three processes that constitute emotion: (1) feeling or conscious experience/awareness, (2) overt behavior, and (3) physiological responses; the relationship between these three elements is generally consistent, varying in degree of intensity or strength within the same emotion and differing from one emotion to another.

C- Duration of Emotion: Emotional responses vary in the length of time they persist; the response to pain of a certain level, for example, may be simple and transient with no discernible lasting effects, or it may be exaggerated and prolonged.

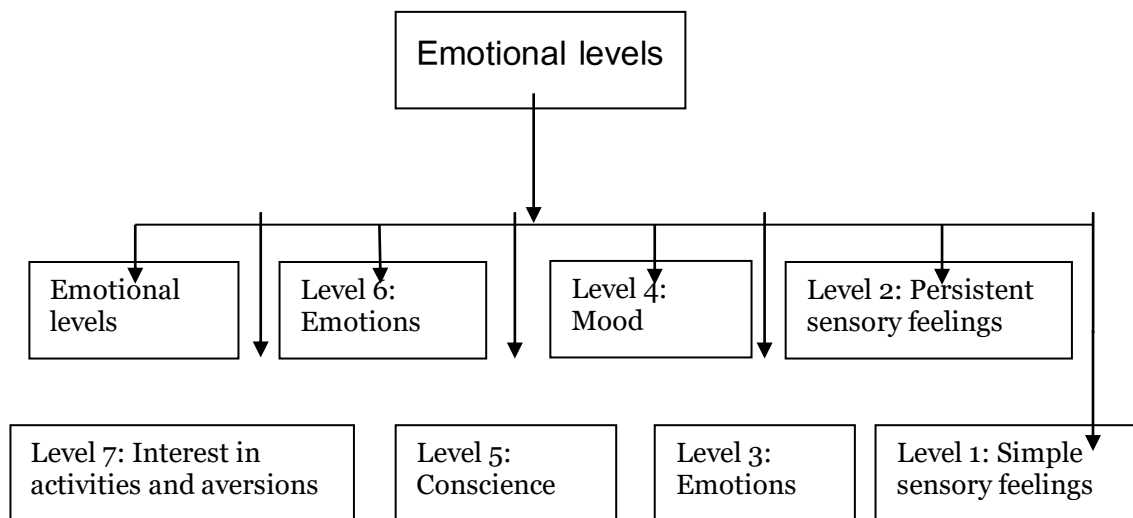
D- Complexity: Emotions are characterized by intricate interrelationships and associations, rendering them difficult to disentangle; For example, it is challenging to identify a completely pure state of fear or anger in isolation; Consequently, the classification of emotions represents an initial step towards simplifying them,

identifying each type, and delineating its manifestations and associated changes (Emad Samir Mahmoud al-Hakim, 2018, p. 107).

4. Types and Classifications of Emotions:

Given the diversity and individual differences among athletes in their emotional experiences attributed to factors such as age, training experience, environmental context, and the specific situation encountered by the athlete-it is challenging to establish a universally agreed-upon classification of emotions; Many psychologists prefer to classify emotions based on their degree of impact on an individual's activity.

Figure (06): Levels of Emotions



Levels of Emotions

Thomas Young posits that emotions can be conceptualized as affective processes, categorized into several levels that differ in terms of duration and individual variations in degree and type.

Level One: Simple Sensory Feelings

This level encompasses simple sensory feelings (both positive and negative), which include states of pleasure or displeasure.

Level Two: Continuous Sensory Feelings

These are feelings characterized by greater continuity or permanence compared to the previous level.

Level Three: Emotions

These refer to disturbed affective processes originating from a psychological source, accompanied by several bodily changes; Examples include intense anger, anxiety, sadness, and joy.

Level Four: Mood

This denotes an emotional state that is less disturbed and less intense than an acute emotion, yet more continuous or lasting; A mood can persist for several hours, days, or even weeks; An individual with a fluctuating mood often expresses their underlying emotions through their general behavior (e.g., depression, anxiety, cheerfulness); Emotions are acute states of disturbance, whereas mood is a more chronic state (Emad Samir Mahmoud al-Hakim, 2018).

Level Five: Affect

This concept is employed in both psychiatry and clinical psychology, encompassing conditions such as severe depression, anxiety, mania, and feelings of euphoria.

Level Six: Sentiments

These are feelings grounded in past experiences and knowledge, this level involves a degree of inclination towards, and satisfaction (or lack thereof) of desires when engaged in a specific field (e.g., music, art, poetry).

Level Seven: Interest in Activities and Aversions

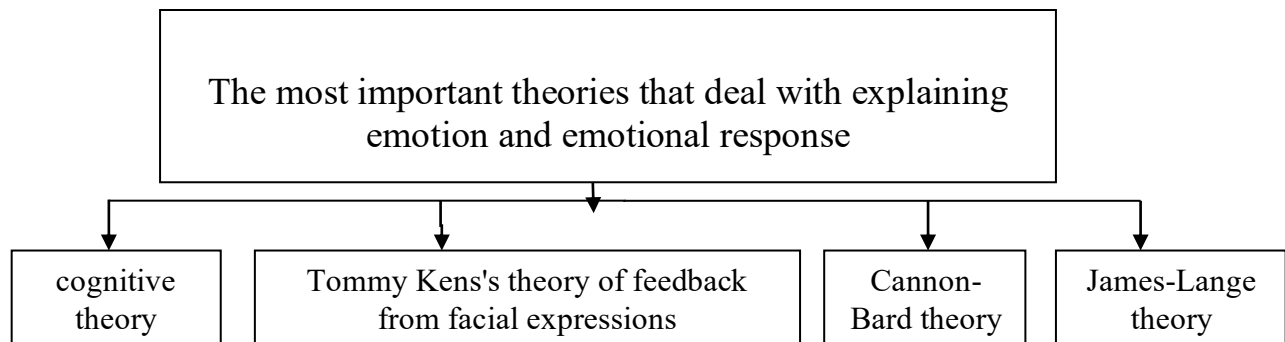
This level includes an interest in activities that an individual enjoys and in which they invest considerable time; it also encompasses activities that an individual dislikes and endeavors to avoid whenever feasible.

Level Eight: Mood as a Trait

This level refers to a chronic emotional pattern or a personality trait characterized by a high degree of stability and consistency, which is apparent in many of an individual's actions and behaviors; although there is overlap between these

categorizations and other concepts, the distinct understanding is that an emotion is "an emotional process distinguished from other aspects by being a specific state of directed commitments that lasts for a short period" (Emad Samir Mahmoud al-Hakim, 2018, p. 113).

Figure (07): The Most Important Theories That Dealt with the Interpretation of Emotion and Emotional Response



5. Key Theories Addressing the Interpretation of Emotion and Emotional Response:

1. James-Lange Theory:

Proponents of this theory contend that emotions arise when an environmental stimulus induces physiological changes within the individual; The emotion is then perceived from the feedback generated by these changes, which are transmitted to the brain via sensory nerves from the body; According to this perspective, an individual does not tremble because they are afraid; rather, they feel fear because they tremble; In essence, emotion occurs as a result of sensing physiological and muscular responses to an external situation, not as a result of perceiving the external situation itself.

2. Cannon-Bard Theory:

Advocates of this theory propose that emotion ensues when an environmental stimulus triggers patterns of neural activity in the hypothalamus; these patterns exert two effects: Firstly, patterns of neural activity are dispatched to the autonomic nervous system, where they initiate the physiological and muscular changes characteristic of emotion; Secondly, and concurrently, patterns of neural activity are sent to the

cerebral cortex, where they give rise to perception; According to this theory, the perception of the emotional situation is what instigates physiological and muscular changes; these changes do not cause the emotion but rather contribute to intensifying the feeling of it (Badr al-Din Dasa, 2011-2012).

3. Tomkins' Facial Feedback Theory:

Tomkins posits that internal physiological changes and facial expressions are innately associated with certain fundamental emotions, such as fear, sadness, happiness, and anger, this implies that if facial expressions characteristic of a specific emotion occur, the corresponding emotional experience is likely to follow or be intensified.

4. Cognitive Theory:

This theory maintains that emotion is constituted by a complex array of information, including information about internal events relayed to the cerebral cortex via sensory organs; the brain's stored information, which aids in appraising and interpreting new events; and neural activity from the hypothalamus and the remainder of the limbic system, which stimulates the autonomic nervous system to produce physiological and muscular changes; According to this theory, emotion is determined by the cognitive activity resulting from the stimulus that induced the physiological and muscular changes, as well as the overall internal context in which it occurs, therefore, an individual's experience of emotion stems from their interpretation of the emotion-provoking situation (Emad Samir Mahmoud al-Hakim, 2018, p. 117).

Applied Examples for Chapter Seven: Emotions in the Sporting Domain

To truly grasp the role of emotions in sport, one must move beyond textbook definitions and observe them as the living, breathing undercurrent of every performance; they are the unseen force that can elevate an athlete to a state of grace or plunge them into a chaos of error, the internal language of triumph and despair that speaks through the body long before the mind can articulate it. This practical exploration seeks to anchor the theoretical components of emotion—its elements, dimensions, and theories—within the vivid, high-stakes realities of athletic competition, thereby transforming abstract concepts into recognizable experiences and manageable tools.

Consider the moment a footballer steps up to take a decisive penalty in a championship shootout. This scenario perfectly illustrates the three constituent elements of emotion in dynamic interplay. First, the person: the kicker, with their unique temperament—perhaps a natural optimist or a chronic worrier—their current neurological mood (well-rested or fatigued), and their level of habituation to such extreme pressure based on past experiences. Second, the stimulus: this is profoundly multifaceted, encompassing the roaring silence of the crowd, the weight of teammates' hopes, the intimidating gaze of the goalkeeper, and the internal memory of previous successes or failures. Third, the response: this is the integrated reaction, where a rapid heartbeat and tense muscles (physiological response) merge with a subjective feeling of dread or exhilaration (conscious feeling), which in turn drives observable behavior—a deep breath, a fixed stare at the ball, a hesitant or confident run-up. The critical insight here is that none of these elements operates in isolation; the athlete's interpretation of the stimulus (*cognitive appraisal*) directly shapes the intensity and quality of the emotional response, meaning that two athletes in the identical situation may experience it as either a thrilling challenge or a paralyzing threat.

The dimensions of emotion further allow us to dissect and understand this experience with greater precision. The intensity of the emotion is palpable, ranging from mild nervousness to overwhelming panic. Its duration is crucial; a flash of anger after a missed call that dissipates quickly is far less problematic than a smoldering resentment that poisons focus for the remainder of the match. The complexity of athletic emotion is rarely pure; what is celebrated as joy in victory is often a compound of relief, pride, exhaustion, and perhaps even sadness

for the defeated opponent. Most fundamental is the affective valence—the pleasant or unpleasant quality of the feeling. In sport, this valence is not always straightforward; the "pleasant" burn of lactic acid in a hard-fought win and the "unpleasant" pain of the same sensation in a loss are physiologically similar, yet their emotional coloring is diametrically opposed by the cognitive context of success or failure. A coach attuned to these dimensions can better diagnose an athlete's state; recognizing prolonged, high-intensity negative emotion (duration and intensity) as a sign of potential burnout, or identifying the complex bittersweet emotion of a retiring champion as a natural process to be honored rather than a problem to be solved.

The practical utility of emotion theories lies in their providing actionable models for intervention. The James-Lange Theory, which posits that we feel fear *because* we tremble, suggests a powerful bottom-up strategy. Applying this, a sport psychologist might coach an anxious athlete to actively assume a posture of confidence—shoulders back, chest open, a deliberate smile—knowing that these physical actions can send feedback to the brain that promotes a genuine feeling of assurance. Conversely, the Cognitive Appraisal Theory offers a top-down approach; it argues that the emotion stems from our *interpretation* of the arousal. Here, the intervention involves teaching the athlete to cognitively reframe the pre-race "nerves" as "excitement" and "readiness," thereby changing the emotional experience by altering the mental narrative surrounding the same physiological symptoms. These theories are not mutually exclusive but are complementary tools in a mental skills kit; an athlete can use controlled breathing (influencing the physiological response) while simultaneously repeating a key performance cue (directing cognitive appraisal) to master their emotional state.

Ultimately, emotions in sport are not noise to be silenced but data to be understood. They are an integral part of the performance feedback loop, signaling when an athlete is optimally engaged, overstrained, or underprepared. The goal of emotional training is not suppression, but the cultivation of emotional intelligence—the ability to accurately identify emotions in the moment, understand their triggers and effects, and then use this awareness to guide thinking and behavior toward desired outcomes. This means creating a team culture where emotions are acknowledged as a legitimate and influential part of the athletic journey, where a player can say "I am overwhelmed" without stigma, and where coaches learn to read the emotional cues

of their athletes as adeptly as they analyze tactical formations. In mastering this domain, the athlete learns to ride the powerful wave of human emotion, harnessing its energy for focus, resilience, and ultimately, for a more profound and controlled expression of their sporting potential.

Chapter Eight: Self-Confidence

1-Concept of Self-Confidence

2-Characteristics of Self-Confidence

3-Types of Self-Confidence

4-Building Self-Confidence

5-A Model of Self-Confidence for Athletes

6-Methods for Developing Self-Confidence in Athletes

1-Concept of Self-Confidence:

Confidence: This refers to an athlete's belief that their performance will be strong, irrespective of the outcome, even if the opponent is superior.

Consequently, good performance combined with self-confidence does not invariably lead to victory; An athlete might not win, but this does not negate their feeling of confidence or the quality of their performance.

The diagram indicates that individuals with false (exaggerated) confidence and those lacking self-confidence exhibit low-performance levels, conversely, athletes who possess optimal self-confidence demonstrate high performance, this represents the desired level of confidence. (Al-Zaghoul, Emad Abdel Rahim, 2000, p. 60)

Figure No. (08): Self-Confidence



The diagram illustrates that performance improves as confidence increases up to an optimal point; When confidence exceeds this optimal level, it adversely affects performance; This is because excessive confidence can mislead athletes into believing they are exceptionally talented, thereby reducing their requisite effort and perseverance.

1-Optimal Self-Confidence:

Athletes with optimal self-confidence set realistic goals aligned with their abilities, they possess a clear understanding of their capabilities, enabling them to feel successful when they reach their upper limits, and they avoid pursuing unrealistic objectives.

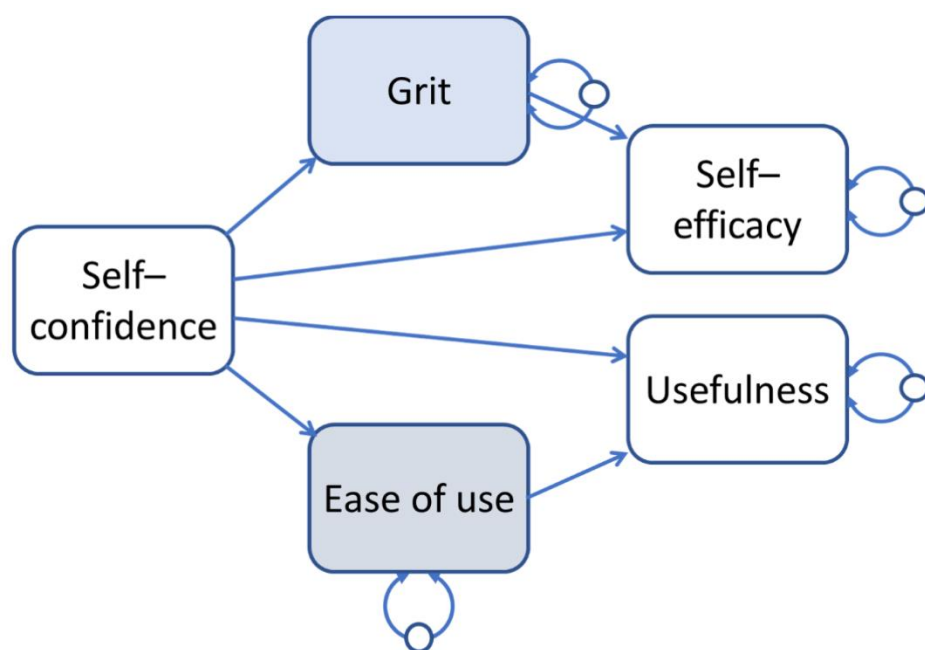
Possessing optimal self-confidence is a crucial personal trait for athletes, however, this trait alone does not guarantee successful performance; it must be complemented by physical skills to achieve good performance.

Optimal Self-Confidence + Physical Fitness and Motor Skills = Good Performance.
Self-confidence + Lack of Physical Sufficiency = False Confidence.

Self-confidence equips athletes to manage mistakes effectively; When athletes are self-confident and recognize their self-worth, they are more proficient at correcting errors because they are not afraid to try, therefore, coaches who penalize or ridicule athletes for mistakes deprive them of this inherent advantage of self-confidence (Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti, 2014, p. 46).

Thus, good performance, following the enhancement of self-confidence, leads to significant achievement and, subsequently, the realization of success after anticipating results; The figure below illustrates this:

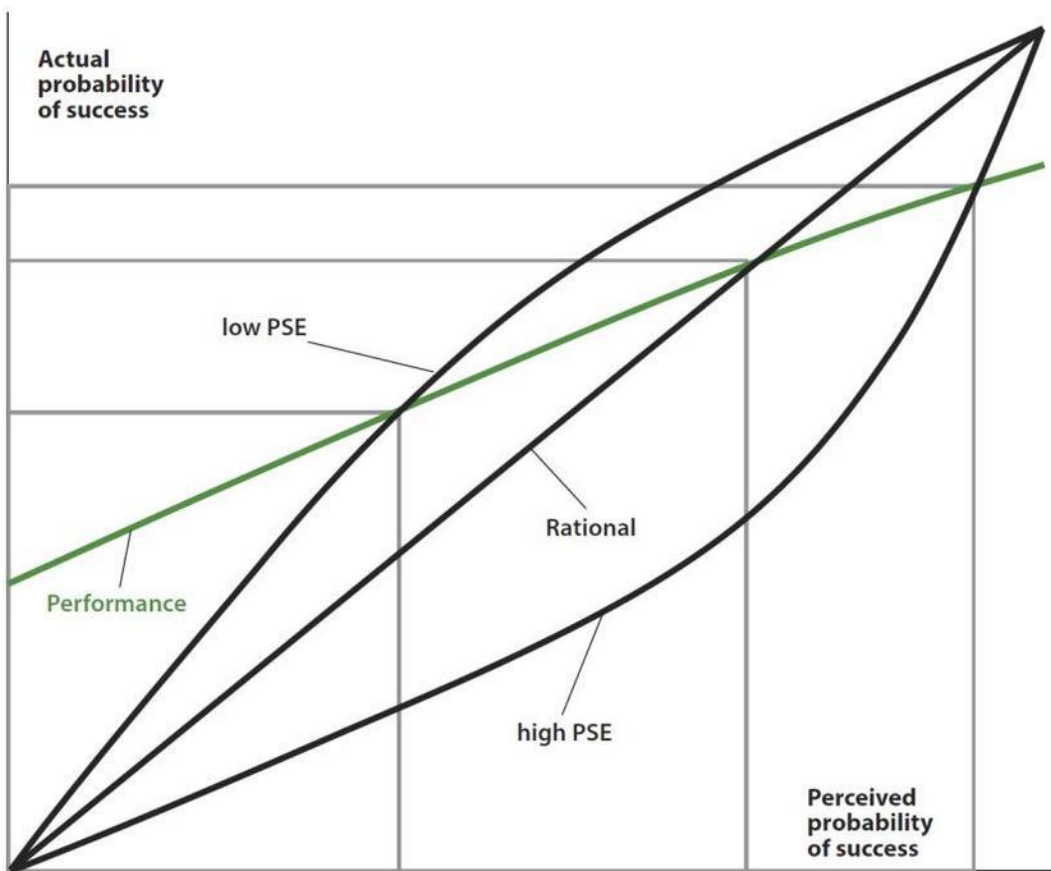
Figure No. (09): Self-Confidence and Its Relationship to Performance



2- Lack of Self-Confidence:

An excessive fear of failure characterizes those lacking self-confidence, making them easily intimidated, which reflects in their behavior and performance; Consequently, athletes with low or no confidence become psychologically captive to their negative perceptions, operating from a mindset of defeat and failure rather than success and victory; The danger of weak self-confidence in athletes is that it perpetuates a cycle of failure: they expect to fail, leading to repeated actual failures, which in turn reinforces their negative self-perception, further increasing their expectation of repeated failure and eventual burnout (Al-Zaghoul, Emad Abdel Rahim, 2000).

Figure No. (10): Self-Confidence and Its Relationship to Failure



Weak confidence and negative expectations diminish performance efficiency, leading to anxiety, poor concentration, and uncertainty about goals; Such athletes tend to focus on their weaknesses, hindering their ability to attend to elements necessary for good performance; They feel inadequate even to continue practicing and believe they cannot perform at their best; consequently, they anticipate more attempts, may disengage from practice, and reduce effort; Even if practice continues, it often lacks enjoyment and a sense of satisfaction.

3- False (Excessive) Confidence:

The term "excessive confidence" is often used interchangeably with "false confidence," the latter being more precise; False confidence implies that confidence does not genuinely augment the athlete's available capabilities (Al-Zaghoul, Emad Abdel Rahim, 2000).

False confidence typically manifests in two common patterns:

1- The first pattern: Individuals believe they are superior in their true potential due to excessive encouragement from parents and friends, this often leads to failure and frustration when they encounter practical realities and realize their abilities and potential are less than they presumed.

2- The second pattern: Individuals feign confidence while internally grappling with thoughts and feelings of inadequacy, they are anxious and fearful of failure in sports. Those exhibiting this pattern often compensate for their internal anxiety with external behaviors such as arrogance, haughtiness, conceit, or recklessness; Some athletes mistakenly believe this approach convinces others of their confidence, but the truth of their abilities and skills quickly emerges, exposing the falsity of their claimed excessive confidence and complicating the issue further (Abdul-Wadud Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti).

Table No. (02): Patterns of Self-Confidence

Individuals with Self-Confidence	Individuals with False Confidence	Individuals with Weak Confidence
1-They see hope in their efforts to achieve their goals. 2-They live in reality. 3-They accurately assess their efforts and opinions relative to their abilities. 4-Calmness and clarity of mind. 5-Relaxation. 6-Open to consultation. 7-Avoidance of dwelling on ambiguities.	1-They live in imagination. 2-They do not accurately assess their efforts and abilities. 3-They distort reality. 4-They confuse their reality with their desires and what must be achieved. 5-They dream of achieving illusions. 6-A form of psychological self-deception.	1- They feign self-confidence. 2- They deceive themselves before deceiving others. 3- They avoid identifying the real reasons for their lack of self-confidence. 4- They resort to dishonesty to conceal poor performance and offer justifications. 5- They do not accept responsibility for their mistakes.

2-Characteristics of Self-Confidence:

When an athlete possesses confidence, it contributes to the development of their athletic performance in several key ways:

A- Confidence Arouses Positive Emotions: It elicits positive emotions such as vitality, enthusiasm, joy, refreshment, pleasure, and satisfaction, this results in smoother, more powerful, and faster movements; Confidence also helps athletes maintain calmness, relaxation, and composure, especially in competitive situations.

B- Confidence Helps Focus Attention: Confident athletes are better able to concentrate during a match because they are not trying to avoid failure (a common outcome of low confidence); their attention is directed towards performance; Athletes lacking confidence experience increased anxiety, are dominated by

negative thinking, and become preoccupied with performance outcomes rather than the performance itself.

C- Confidence Affects Goal Setting: Confident athletes can set appropriately challenging goals that stimulate effort and perseverance; Confidence mobilizes an athlete's latent abilities, conversely, individuals lacking confidence tend to set easy goals, failing to exert maximum effort or tap into their full potential.

D- Confidence Increases Perseverance and Effort.

E- Confidence is Not a Substitute for Physical and Skill Sufficiency: Self-confidence must be supported by adequate physical and skill levels for the player to achieve good and optimal performance; Similarly, effective training to develop and improve performance builds self-confidence in athletes; Steve Combs, the American Olympic wrestler, stated that the source of his confidence as a player was not merely thinking or believing he was confident, but rather thorough preparation and superior training (Abdul-Wadud Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti, 2014, p. 48).

3- Building Confidence:

Many coaches and athletes believe that confidence is an important psychological trait inherent to some athletes and difficult to develop through sports training, however, self-confidence can indeed be developed and enhanced in athletes through dedicated work, practice, and planning.

The following suggestions can help develop self-confidence in athletes:
✓ Increasing awareness of self-confidence; The following questions can be posed to the athlete:

A- When do you doubt your abilities?

B- How do you deal with mistakes?

C- Are you afraid of performing certain skills or motor tasks?

D- Do you genuinely expect your performance to be good?

E- How do you respond to critical (difficult) situations?

F- Does your self-confidence fluctuate during a match?

G- When does your confidence become excessive (false)?

H- Do you enjoy challenging matches?

After answering these questions, the athlete can identify strengths and weaknesses in their confidence, enabling them to track improvements in their self-confidence.

- ✓ Mental imagery of successful performance.
- ✓ Good physical condition.
- ✓ Establishing a specific pre-competition routine.

4-Sports Confidence Model:

Vealey presented a theoretical model of sports self-confidence based on self-efficacy theory, competence motivation theory, and ability theory (Bandura, Harter, and Nicholls); Vealey defined sports confidence as "the belief or degree of certainty individuals possess about their ability to be successful in sport" (Al-Zaghoul, Emad Abdel Rahim, 2000).

5- Methods for Developing Self-Confidence in Athletes:

- ✓ The three patterns of confidence (Optimal, Lack of, False) previously mentioned (implying understanding and striving for optimal confidence).
- ✓ Self-confidence is characterized by many attributes that enhance its importance for athletes, including:
 - A- Arousing positive emotions.
 - B- Increasing focused attention.
 - C- Building challenging goals.
 - D- Increasing perseverance and effort.
 - E- It is the key to unlocking latent talents, not a substitute for abilities and readiness themselves.
 - F- Experiences of success and achievement are among the most important factors in building self-confidence.
 - G- Utilizing mental imagery skills to strengthen confidence is achieved by mentally reviewing successful past performances or anticipating successful future performances, ensuring this is done within the framework of realistic goals (Abdul-Wadud Ahmed Al-Zubaidi, Hussein Omar Suleiman Al-Harouti, 2014, p. 52).

Applied Examples for Chapter Eight: Self-Confidence

To comprehend the pivotal role of self-confidence in sport is to understand it not as a monolithic trait of unwavering arrogance, but as a dynamic and delicate cognitive state—a belief in one’s capacity to organize and execute the courses of action required to produce specific performances amidst a sea of uncertainty. This belief operates on a continuum, where its precise calibration, rather than its mere presence, becomes the critical factor separating transcendent performance from chronic underachievement. The practical distinction between optimal confidence, a deficit of confidence, and the peril of false confidence plays out in countless arenas, defining careers and shaping moments of sporting truth.

Imagine two basketball players of comparable skill in the final seconds of a tied game; both are fouled and awarded two free throws. The first player, possessing optimal self-confidence, approaches the line with a calm focus. Her confidence is rooted in a realistic appraisal of her well-practiced technique and her history of success in similar, though less pressured, situations. This confidence directs her attention exclusively to the process: the feel of the ball, her routine, the rim. It arouses positive emotions of determined calm, not giddy euphoria. She believes she *can* make the shots, which allows her to execute her skill without the interference of doubt. She may miss one, but her confidence structure remains intact, focused on the controllable process rather than the uncontrollable outcome. Contrast this with her teammate suffering from a lack of self-confidence. As he steps to the line, his mind is hijacked by the fear of failure and its consequences—letting the team down, public ridicule. His attention is catastrophically split between the task and the potential negative outcome, increasing anxiety and disrupting the fine motor control required for shooting. His expectation of failure becomes a self-fulfilling prophecy, not through lack of ability, but because his cognitive and emotional resources are consumed by threat appraisal rather than performance execution.

Furthermore, consider a third athlete on the bench, known for his false or excessive confidence. He might boast loudly in the locker room about his scoring prowess, yet subtly avoids situations where his skills might be rigorously tested. This pattern often masks deep-seated anxiety and feelings of inadequacy. On the rare occasions he enters the game, his false confidence crumbles upon first contact with adversity—a missed shot, a defensive error. Having built his confidence on a

foundation of illusion and bluster rather than validated mastery, he lacks the resilient self-belief to persevere and problem-solve through difficulty; his performance plummets because his confidence was never tethered to a realistic assessment of his capabilities and the requisite effort needed to manifest them. This dichotomy illustrates that confidence is not simply "feeling good"; optimal confidence is a sober, evidence-based trust in one's preparedness and capacity, which liberates attention and effort toward the task, while deficient or inflated confidence distorts perception and impairs the very functions it should enhance.

The practical building and development of athletic self-confidence, therefore, must be a systematic endeavor, not left to chance or vague encouragement. It is engineered through the strategic accumulation of mastery experiences. A wise coach breaks down complex skills into incremental, achievable goals, ensuring the athlete experiences a string of small, unambiguous successes. Successfully executing a new defensive drill ten times in practice provides concrete evidence of capability, which is far more powerful than abstract praise. Vicarious experiences through modeling are equally potent; observing a teammate of similar ability persevere and succeed can strengthen an athlete's belief that "if they can do it, so can I." Verbal persuasion from a trusted coach must be specific, credible, and process-oriented ("Your footwork in that drill was excellent, that's exactly what we need tomorrow") rather than hollow and outcome-focused ("You're the best, you'll win").

Moreover, athletes can be taught to manage their physiological and emotional states to foster confidence. Learning that pre-competition butterflies are a sign of readiness, not fear, and employing arousal-regulation techniques like rhythmic breathing, allows the athlete to reinterpret physical signals in a confidence-supporting manner. Finally, the cultivation of robust pre-performance routines is a cornerstone of applied confidence building. These rituals, encompassing physical, technical, and mental steps, create a familiar "bubble" of control amidst chaotic competition environments; by focusing on the meticulous execution of their routine, athletes anchor their confidence in the process, thereby shielding their belief from the volatile winds of external circumstance. In essence, applied confidence-building is the art of constructing a resilient belief system brick by brick, using the mortar of prepared skill, curated evidence, and focused self-regulation, until the athlete can stand upon a foundation solid enough to support peak performance when it matters most.

Chapter Nine: Aggression in Sports

1- Sports Aggression: Concept, Types, and Theories

- * Definition of sports aggression.
- * Types of sports aggression.
- * Theories explaining aggression in sports.

2- Causes of Aggression in Sports

- * Factors related to the characteristics of sports competition.
- * Factors related to the characteristics of the athlete.

3- Addressing and Measuring Sports Aggression

Chapter Nine: Aggression

1 - Sports Aggression: Concept, Types, and Theories

The Concept of Aggression:

The Arabic word Aggression includes behaviors of initiative and enterprise in addition to aggression. In Arabic, aggression signifies blatant injustice, and means transgressing or overstepping boundaries towards another.

Within the vocabulary of psychology, aggression refers to hostile actions and feelings, often a motive stimulated by frustration or instinctive arousal; it can be defined as an attack or a hostile act directed towards a person or object.

It is crucial here to differentiate between the term aggression and other related terms such as anger, violence, and hostility; Anger refers to "internal states characterized by specific cognitive aspects, sensations, physiological reactions, and certain expressive behaviors, which tend to appear suddenly and are difficult to control" .

Violence is a term that extends beyond the phenomena of aggression and anger, sometimes escalating to killing, arson, destruction (Violence), and vandalism, which constitute clear violations of civil laws; Thus, anger may lead to aggressive behavior, while violence represents the highest degree of aggression a living being can exhibit.

As for hostility and aggressiveness (Hostility), it signifies the tendency to wish harm upon others; Despite the significant similarity between the terms aggression and aggressiveness researchers, like Gollaz (1965), considered them a single motive and did not differentiate between them-many other researchers have distinguished between these two terms; For example, Edmonds used the term hostility to refer to aggressive tendencies that are fundamentally supported, while he used the term aggressiveness to refer to aggressive tendencies that are pathologically supported. This implies that aggression is an immediate behavior that ceases after its manifestation or with the removal of its stimulus; In contrast, hostility is the inclination towards aggression accompanied by feelings that may persist beyond the present moment (Imad Samir Mahmoud Al-Hakeem, 2018).

Key definitions of aggression include:

- (Murray) defines aggression as: The need to attack or harm another person, and it is also an attempt to demean, inflict harm, and punish.
- (Fisher) defines aggressive behavior as: "Behavior involving harmful actions that begin with the intent to commit a harmful act."
- Makled (Al-Houri) believes that aggression can be defined as: "Any act intended to cause physical, psychological, or material harm directed towards oneself, others, or both, and associated with sports competition."

Types of Aggression:

Although defining aggression as behavior aimed at attempting to injure, harm, or hurt another person may delineate its main features, some researchers have examined aggression based on its goal, i.e., based on the expected outcome of performing this behavior.

Consequently, two types of aggression have emerged (BoushibanTawfik, 2018-2019, p. 85):

1. Hostile aggression
2. Instrumental aggression

1. Hostile Aggression:

Brenda Bredemeier and Light indicated that hostile aggression refers to behavior in which an individual attempts to injure another living being to inflict pain, harm, or suffering; Its goal is the enjoyment and satisfaction derived from witnessing the harm, pain, or suffering inflicted on the aggressed individual as a result of this aggressive behavior; It is noted that aggressive behavior, in this case, is an end in itself.

Such aggression can occur in sports in many competitive situations, such as a football player hitting an opponent who has just bypassed a teammate, or a handball player pushing an opponent during a jump shot, causing them to fall; Similar instances occur in other sports.

Weinberg (1984) and Ball (1995) indicated that instrumental aggression refers to behavior that attempts to injure another living being to inflict pain, harm, or suffering, to obtain external reinforcement or support, such as crowd encouragement, peer approval, or coach admiration, rather than to witness the victim's suffering; In this case, aggressive behavior is a means to a specific end, such as obtaining a reward, incentive, approval, or external encouragement.

Examples of this type of aggression include a basketball player who jumps for a rebound while raising their elbows towards an opponent's face, a handball player violently obstructing an opponent to prevent a shot and gain crowd encouragement, or a volleyball player attempting to spike the ball towards an opponent's body to gain the admiration of teammates or the coach. (BoushibanTawfik, 2018-2019, p. 102)

Mohamed Hassan Allawi believes that Silva's model is unclear regarding areas of overlap and proposed a model illustrating the overlap between the three types of behavior in sports:

Figure No. (12): Types of Behavior in the Sports Field.

Behavior	Use of legitimate force within the rules and regulations of sports competition	Overlap Areas
Assertive Performance	No intention to harm the competitor	Instrumental Aggressive Behavior in Sports
	The goal is to try to win against the competitor.	
	The goal is to attempt to obtain external reinforcement, support, or encouragement.	
Hostile Aggressive Behavior	Use of illegitimate force	
in Sports	Intention to inflict harm and pain on the competitor	

	Enjoyment of self-harm (likely refers to inflicting harm for personal satisfaction)	
	Performance linked to high emotional arousal (literally "heart emotion")	

It is noted in the previous model that the overlap between assertive behavior in sports and instrumental sports aggression lies in the absence of anger; In contrast, the overlap between hostile aggressive behavior and instrumental aggressive behavior in sports appears in the use of illegitimate force and the intention to inflict harm, pain, or suffering on the competitor (Imad Samir Mahmoud Al-Hakeem, 2018).

Aggression as a Trait and as a State:

Some researchers have divided aggression based on situational factors into two types:

- Trait Aggression
- State Aggression

2- Causes of Aggression in Sports

Aggression Related to the Characteristics of the Sporting Activity:

Each sport possesses distinct psychological characteristics determined by the nature of its performance; Every type of sport is practiced according to laws and regulations that differ from others; Some are based on competition through physical strength and permit hitting, clashing, and direct contact with the opponent, while others do not involve direct contact; Accordingly, sports activities can be classified based on the degree of aggression inherent in the game or sport within the limits of its rules and laws into five groups (BoushibanTawfik, 2018-2019, p. 105):

A- Sports activities that encourage direct aggression: The rules and laws of these activities significantly encourage direct physical transgression towards the

competitor, involving clashing, grappling, and delivering blows to achieve victory, such as boxing and wrestling.

b- Sports activities that encourage direct aggression to a moderate degree: The laws of these activities permit direct contact with the competitor but within a limited scope, such as football and handball.

c- Sports activities characterized by indirect aggression towards the competitor: The laws of these activities allow, for example, directing the strongest blow with the ball into the opponent's area without penalty, as long as there was no intent to harm.

d- Sports activities characterized by aggression directed towards an object: In golf, for example, the player hits the ball forcefully towards the hole, and this is not interpreted by the competitor as behavior directed against them.

e- Sports activities that do not involve direct or indirect aggression: Examples include free exercises and others; From the preceding, it is clear that aggression may be latent in some sports activities, therefore, the distinguishing characteristics of some sports activities, in addition to what their rules and laws permit, may contribute to the emergence of aggressive behavior in sports; Some believe this is true because brawls are not typically seen between golfers, for instance (Imad Samir Mahmoud Al-Hakeem, 2018).

A) Factors Related to the Characteristics of Sports Competition:

The characteristics of sports competitions and the conditions and impressions they create for players significantly impact the emergence of aggressive behavior; They provide an experience of success for one party and failure for the other, and the resulting frustration can be sufficient to trigger aggression; Considering the results of Volkamer's study, which analyzed over (1800) football matches and examined manifestations of aggressive behavior based on legal violations, the most important factors causing aggressive behavior are:

1. **Win and Loss:** Results confirmed that "losers tend to exhibit higher levels of aggression after matches than winners do."
2. **Proximity of Scores:** "Aggression decreases when the match result is very close between the two teams," as players are more cautious to avoid losing.

3. **Disparity of Scores:** The study results showed that aggression is less likely to occur when many goals are scored because this leads to a decrease in the players' level of arousal.
4. **Team Ranking:** The team or player at the bottom of the ranking shows a greater amount of aggressive behavior than the player or team at the top.
5. **Competition Venue:** The study proved that visiting teams (playing away from their home ground) play more aggressively than those playing on their home ground.
6. **Duration of Play:** Aggression increases with the duration of play and is less prevalent during the initial periods of matches.

B) Factors Related to the Characteristics of the Athlete:

"Any kind or type of sport has special conditions or requirements regarding the building and formation of the athlete's personality"; an athlete's personality may differ from that of their teammate in the same activity; This difference in athletes' personalities leads to variations in how they deal with and respond to aggressive stimuli; Each athlete handles these stimuli according to their characteristics, which may or may not predispose them to aggressive behavior, as follows:

1. **Emotional Arousal:** Each individual is characterized by a certain level of intensity in their response to situations; Some respond with high intensity, making them more prone to aggressive behavior; Evidence confirms a correlation between the emergence of aggressive behavior and a high degree of emotional arousal, especially when aggression is an end in itself and not a means to an end.
2. **Psychological Attitude Towards the Competitor:** Study results have shown that a player's perception of their competitor and their intentions affects their behavior towards them; A negative perception or attitude towards a competitor increases the likelihood of aggressive behavior towards that competitor.
3. **Fear of Retaliation (Revenge):** Some studies indicate that a player who expects their aggressive behavior to be met with counter-aggression or severe punishment will reconsider before acting; This means their aggressive behavior may be influenced by the fear of the competitor's revenge.

4. **Physical and Skill Condition:** "Weak physical fitness and poor skill level play a significant role in a player's aggressive behavior" (BoushibanTawfik, 2018-2019).

3- Addressing and Measuring Sports Aggression (Controlling Athlete's Sports Aggression)

Several methods and means can be employed to reduce aggressive behavior in sports and control such deviant behaviors.

1. Presenting Models of Non-Aggressive Behavior to Players:

It is crucial to present models of international players known for their commitment to assertive behavior and their avoidance of hostile or instrumental aggression during sports competitions; Players' attention should be directed, and they should be advised that reaching the highest sporting levels is always linked to clean sportsmanship and the ability to exert more effort in sports competitions without intending to harm or injure the competitor.

2. Punishing Players Who Behave Aggressively:

Players must learn that aggressive behavior in sports is unacceptable and that a player who commits such behavior will be punished immediately, in a manner commensurate with the extent of the aggressive behavior and the harm it causes; There should be no silence or mere expression of dissatisfaction, as this may encourage others to commit similar acts.

3. Positive Reinforcement for Players When Controlling Emotions:

Coaches and management must support and reinforce assertive behavior or behavior free of aggression, which is linked to the ability to self-control during situations of intense emotion in important and sensitive sports competitions. An athlete who shows positive reactions towards an opponent's aggression and does not allow it to affect them should be honored through various means; The coach must realize that this behavior is not cowardice or weakness, but rather self-control and emotional regulation for the benefit of the competitive situation and to win the affection of the public, management, and organizing committees, which can positively reflect on the team's performance.

4. Holding Accountable Those Who Encourage Sports Aggression:

Sometimes, a member of the delegation (administrator, coach) may encourage a player to exhibit aggressive behavior during a sports competition; Such individuals should be blamed, punished, and held accountable; In some cases, they can be dismissed from their sports-related work, this punishment or accountability should be immediate and deterrent, which can help prevent the recurrence of this type of encouragement and make individuals think more than once before promoting such performance (BoushibanTawfik, 2018-2019).

5. Eliminating Cues for Aggressive Sports Behavior:

Some players, coaches, administrators, or spectators can act as stimuli that trigger aggressive behavior in certain players; Naturally, removing any of these individuals or elements when they constitute a negative stimulus represents a way to combat unsportsmanlike behavior; Sometimes, individuals may give negative advice to players in a mistaken attempt, of course to increase their enthusiasm and psychologically mobilize them, such as advice to play rough or violently; these are, undoubtedly, cues for aggressive behavior among athletes.

6. Paying Attention to Seminars and Studies Combating Sports Aggression:

Seminars and studies on combating sports aggression, especially for coaches, administrators, and referees, in addition to players, are very important; This is particularly true for sports activities where roughness, violence, and friction between players are common, or activities that grant referees the legitimate right of personal discretion during officiating.

These seminars and studies help in making quick, correct decisions that are free from bias or leniency, thereby limiting aggressive behavior in sports; They also aid in acquiring knowledge and information about the causes and treatments of this aggressive behavior.

7. Using Self-Control Methods for Sports Aggression:

The primary individual responsible for combating aggressive behavior is the athlete, therefore, they must use means and methods to develop their ability to combat this undesirable behavior (BoushibanTawfik, 2018-2019). In this regard, researchers in psychology have developed behavioral therapy methods (referred to as Behavioral Theory in the text, likely meaning Behavior Therapy) that are particularly related to reducing aggressive behavior in sports, which can be achieved in several ways, including:

First - Behavioral Agreement or Contract: This is considered an effective means of changing or modifying undesirable behavior; It is a document signed by both the athlete and the coach, and it can include the following:

- A specific definition of the behavior the athlete should avoid.
- Penalties the athlete will incur if this behavior is committed.
- Incentives (positive reinforcement) if the athlete avoids this behavior.
- The duration of the agreement's validity and the signatures of the athlete and the coach.

Second - Stress Inoculation Training: This method involves:

- Identifying situations that lead to aggressive behavior.
- Identifying means that help avoid this behavior.
- This approach includes the following stages:
 - **Preparatory Stage:** In this stage, the athlete works to reduce the tendency towards aggression by viewing the competition objectively rather than subjectively, for example, the athlete tells himself that the audience is not against them when they cheer for their team, but rather they aspire for their team to win.
 - **Confrontation/Distraction Stage:** This is when the audience continues to repeat chants against the athlete; The athlete continues to repeat positive self-talk, does not allow themselves to become emotional, and focuses on playing well.

- **Self-Reward Stage:** After successfully avoiding the audience's provocations, the athlete reinforces this success with self-reward and acknowledges that they played better when they were able to control themselves (Imad Samir Mahmoud Al-Hakeem, 2018).

Applied Examples for Chapter Nine: Aggression in the Sporting Domain

To truly comprehend the phenomenon of aggression within sport, one must move beyond the simplistic and often moralistic view of it as mere "violence" or "poor sportsmanship," and instead, approach it as a complex, multi-dimensional behavior existing on a continuum that is deeply woven into the very fabric of athletic competition; it is a psychological construct that can be the destructive force of a career-ending foul or the necessary fire that fuels a legal, game-winning tackle, and its distinction from assertive performance, its varied origins, and its management constitute one of the most critical applied challenges for coaches, psychologists, and governing bodies. The practical understanding of aggression lies not in its eradication, for in many sports a form of controlled aggression is essential, but in its precise differentiation and intelligent channeling, ensuring that the passionate physicality of sport is preserved while its integrity and the safety of its participants are fiercely protected.

Consider the high-stakes environment of a professional hockey playoff game, a context ripe for dissecting the types and concepts of aggression. In the final minutes of a tied game, a forechecking forward, Alex, delivers a thunderous but perfectly legal body check along the boards, separating his opponent from the puck with sheer physical force and strategic timing; this is assertive performance—behavior characterized by high intensity, vigorous effort, and a legitimate use of force within the rules, with the primary goal of winning possession, devoid of any intent to injure. Moments later, the same player, Alex, is on the receiving end of a late, high hit from an opposing defender, Sam. Enraged by the perceived dirty play and the sharp pain in his shoulder, Alex immediately drops his gloves and throws a punch at Sam's face. This is hostile aggression in its purest form; the behavior (the punch) is initiated with the primary, inherent goal of inflicting harm and retribution, driven by the high emotional arousal of anger and frustration, and it exists as an end in itself—the satisfaction of retaliation. Now, imagine a third scenario earlier in the same game: a defensive player, Leo, knowing his team is weaker in skill, is instructed to "get under the skin" of the opponent's star player. He consistently employs subtle, illegal tactics—a discreet elbow after the whistle, a sharp tug on the jersey away from the referee's sight—not because he is momentarily angry, but to provoke a reaction, to draw a penalty, and to gain a strategic, power-play advantage for his team. This is instrumental aggression; the harmful intent is present, but it is a

calculated means to a strategic external end (winning the game), not an emotional end in itself. In the practical arena, referees, disciplinary panels, and sport psychologists must constantly navigate this tripartite distinction, as the intervention for a player prone to hostile outbursts is fundamentally different from coaching a player on the ethical limits of instrumental tactics.

The causes and influencing factors of aggression are equally revealed in the dynamics of competition and the profiles of athletes. Sport-specific characteristics create a foundational propensity; compare the culturally and legally sanctioned aggression of a boxing match, where the explicit aim is to dominate through physical force, with the near-total prohibition of direct physical aggression in sports like archery or swimming. Even within team sports, a spectrum exists; rugby and American football are structured around controlled, forceful collisions, whereas basketball permits only incidental contact. The situational factors of competition are powerfully illustrated in a football match where a historically dominant team is unexpectedly losing to a lesser-ranked opponent at home. As the match progresses (duration of play) and the score remains disparately against them (disparity and loss), frustration mounts. The home players, feeling the unique pressure of failing in front of their expectant fans (competition venue), may begin to commit increasingly reckless tackles. The frustration-aggression hypothesis plays out vividly here; the blockage of the goal (to win) leads to frustration, which in the absence of better coping skills or declining self-control, manifests as hostile fouls. Furthermore, athlete-specific factors intertwine; a player with a naturally high level of trait aggression—a dispositional tendency to perceive provocations and react with hostility—is a powder keg in such a scenario. If this player also has a negative psychological attitude towards a specific opponent, perhaps due to a past incident or media-fueled rivalry, and is currently struggling with a minor injury that hinders their skill condition, their likelihood of erupting into aggressive behavior multiplies exponentially. The applied task is a diagnostic one: is this outburst primarily a product of the volatile situation, a feature of the athlete's personality, or a toxic interaction of both?

Therefore, the practical management and control of sports aggression must be as multi-faceted as its causes. Reactive measures like punishing aggressive behavior consistently and transparently are non-negotiable for maintaining order and establishing norms; however, a purely punitive culture can drive aggression

underground or breed resentment. A more profound, proactive strategy involves the systematic modeling and reinforcement of non-aggressive assertion. Coaches and sports organizations must actively celebrate and reward the "hard but clean" player, making highlight reels of perfect, legal tackles and showcasing athletes renowned for their competitive ferocity coupled with impeccable sportsmanship. This reinforces that peak performance and respect are not mutually exclusive. Furthermore, environmental management is key; eliminating cues for aggression may mean reassigning a coach who constantly shouts inflammatory instructions from the sideline or working with fan groups to discourage abusive chants that directly target and provoke specific athletes.

The most sophisticated application lies in teaching self-control methods directly to the athlete. The behavioral contract is a formal, yet collaborative tool; a basketball player known for technical fouls due to arguing with referees might sign an agreement with his coach stating that for every game completed without a technical foul, he earns an additional leadership role in film study, but for each infraction, he must perform community service with youth leagues. This links behavior directly to meaningful consequences. More cognitively oriented is Stress Inoculation Training (SIT), a psychological skill akin to a vaccine against provocation. Imagine a tennis player, Maria, who loses focus and becomes verbally aggressive towards line judges after close calls. Using SIT, she first enters the preparatory stage, where with her psychologist, she reframes the situation: "The line judge is performing a difficult job; a close call is not a personal injustice, but a part of the sport's challenge." She develops a cue word, like "Next," to deploy when a bad call occurs. In the confrontation stage, during a match, when a controversial call is made, she actively employs her strategy: she feels the flush of anger, turns to the back fence, takes a deep breath, says "Next" to herself, and consciously focuses on the tactical plan for the next point, thus short-circuiting the aggressive impulse. In the self-reward stage, after the match, she mentally acknowledges her success in maintaining composure, reinforcing the new behavior. Through such applied, personalized techniques, aggression is not simply suppressed, but understood, deconstructed, and replaced with disciplined, competitive focus, allowing the athlete's energy to flow into their performance rather than into conflict.

Chapter Ten: Psychological Preparation for Injured Athletes

1- Psychological Preparation for Injured Athletes

- Psychological Injuries in Athletes
- Causes of Psychological Injuries
- Characteristics of Psychological Injuries
- Methods of Protecting Athletes from Psychological Disorders
- Objectives of Psychological Preparation for Athletes

2- Psychological and Mental Preparation for Athletes

Chapter Ten: Psychological Preparation for Injured Athletes

1- Psychological Preparation for Injured Athletes

1) Psychological Injuries in Athletes:

Psychological injuries in athletes are negative alterations in the psychological characteristics of their personality, resulting from exposure to a physical injury, a negative experience, or a specific incident related to training or competition. The effects of these injuries manifest as fear, anxiety, and distress when the athlete is exposed to the same situation, experience, incident, or similar scenarios, this can lead to hesitation in performing motor tasks, despite the physical capability to execute them.

2) Causes of Psychological Injuries:

Psychological injuries in athletes are often associated with one or more of the following factors:

- Physical injury sustained during training or competition.
- Observing a colleague or teammate sustain a physical injury while performing specific movements.
- Experiencing a sense of danger while performing a motor task during training or competition that could have resulted in physical injury.
- Exposure to a sporting situation that does not align with the athlete's psychological makeup, such as fear of heights or inability to interact with others.
- Experiencing injury or the threat of injury outside of sports due to performing similar movements in daily life.

How is a Psychological Injury Determined?

A psychological injury is determined by the association of a negative experience with a specific sporting situation, this association may be established after a single incident or multiple occurrences, depending on the intensity of the negative experience and its impact on the athlete; For example, if an athlete collides with a goalpost while attempting to score or dribble past the goalkeeper, resulting in a

significant physical injury that prevents them from participating in important matches, a psychological injury may develop, which could cause the athlete to hesitate when approaching the goalpost in future matches, even after recovering from the physical injury.

3) Characteristics of Psychological Injuries:

- Athletes often do not explicitly acknowledge their psychological injury, making behavioral observation the most effective way to assess its extent.
- Psychological injuries manifest as fear, anxiety, and distress when exposed to situations similar to those that caused the injury.
- The impact of a psychological injury can extend to the activity itself or the entire sports field, especially among novice athletes.
- Psychological injuries can spread from one athlete to another, similar to a microbe, particularly in severe cases where the effects are apparent to teammates.
- A psychological injury may undermine the athlete's confidence in tactical maneuvers or motor tasks related to the injury (ShariniHalim, 2017-2018).

4) Methods of Protecting Athletes from Psychological Injuries:

- Enhancing physical and skill abilities to prevent physical and psychological injuries.
- Ensuring that training environments adhere to safety and security standards.
- Prioritizing the general and specific psychological preparation of athletes, helps them develop psychological traits that mitigate the risk of psychological injury and shorten recovery times, such as self-confidence.
- Assigning athletes to training programs that match their abilities and psychological inclinations.

5) Objectives of Psychological Preparation for the Athlete:

- Cultivating positive attitudes and orientations towards sports in general and the specific activity in particular.

- Developing the athlete's capacity to mobilize and regulate their physical and psychological energy during training and competition.
- Providing psychological guidance and support to help athletes balance the physical and psychological demands of training and competition with their social life, thereby minimizing the psychological stress associated with competitive sports.
- Preparing athletes to be psychologically ready for competition in their sport, able to adapt to unexpected situations, and resilient to fluctuating results.
- Enhancing the athlete's fundamental mental skills for sports participation and specialization (SharifiHalim, 2017-2018).

2- Psychological and Mental Preparation for Athletes (Concept and Importance)

1) The Concept of Psychological Preparation: Psychological preparation is an educational process that promotes positive engagement among athletes, to foster and develop motivation, positive attitudes, self-confidence, cognitive and emotional awareness, and administrative skills. In addition to educational and psychological guidance and counseling, it involves the scientific application of specific methods and techniques aimed at shaping the athlete's psyche (Philip Mont, 1952). Psychological preparation fosters the development and refinement of the athlete's psychological qualities.

2) The Concept of Mental Preparation: Mental preparation involves psychological methods that aim to manage and influence an individual's behavior, whether mental or physical, while also emphasizing past experiences and consistent training in mental skills, attitudes, and strategies; it is based on the principle that mental states can be controlled similarly to physical states (Sharifi Halim, 2017-2018).

3) The Importance of Psychological Preparation: An athlete's performance level can fluctuate and become unstable during matches or competitions throughout the sports season.

Coaches seek to identify the causes of performance instability, often ruling out physical or skill-related factors, as these tend to be stable unless affected by injury

or illness; Performance instability is more likely attributed to psychological factors such as excessive anxiety, fear of failure, and inability to concentrate; effective psychological preparation aims to help athletes manage their thoughts and emotions, leading to optimal performance under varying competitive conditions.

4) The Importance of Mental Preparation: Mental training is a fundamental aspect of preparing athletes for competition; It involves visualizing movements, skill sequences, scenarios, and goals, as well as all facets of the competition, including referees, venue, equipment, and tools. Athletes must be able to implement strategies and analyze the performance of competitors, as sports achievements require mental acuity and decision-making skills. To achieve this, mental capabilities must be developed; therefore, mental training is an integral part of sports training, enhancing mental perception through regular practice, positive affirmations, and mental recall, which leads to improved mental preparation for optimal performance (SharifiHalim, 2017-2018, page 145).

Applied Examples for Chapter Ten: Psychological Preparation for Injured Athletes

The journey of an athlete is inextricably linked to the risk of injury, a reality that carries not only physical ramifications but profound psychological echoes that can linger long after bones have healed and muscles have been rehabilitated; this domain of sports psychology moves beyond performance enhancement into the critical arena of healing and resilience, addressing the invisible wounds—the fears, anxieties, and shattered confidence—that can derail a career even when the body is deemed medically cleared. To understand psychological injury is to recognize it not as a lack of courage, but as a conditioned emotional response, a protective mechanism gone awry where the memory of pain becomes a barrier to future performance, and its management is a meticulous process of uncoupling fear from movement, and rebuilding the mind's trust in the body.

Consider the case of Elena, an elite gymnast who suffered a severe fall from the uneven bars, resulting in a compound fracture. Months later, her arm is fully healed, her strength has returned, yet every time she approaches the apparatus, a visceral wave of anxiety paralyzes her; she hesitates on the take-off, her movements become stiff and guarded, a stark contrast to her former fluidity. This is a quintessential psychological injury, a negative alteration rooted not in current physical incapacity but in the traumatic association formed between a specific motor task (the release move) and the outcome (pain and catastrophic failure). The cause was the acute physical trauma, but the characteristic is the anticipatory fear that now governs her behavior, persisting despite medical clearance. The injury's insidious nature is evident as it begins to generalize; her hesitation may seep into other skills, undermining her overall confidence, and her visible struggle might even sow seeds of apprehension among her teammates, illustrating how such psychological wounds can be subtly contagious within a training environment.

The psychological preparation and protection of athletes must therefore be a proactive and continuous strand of their development, interwoven with physical training. Protective methods begin long before any incident; for a young footballer, this means not only strengthening muscles to prevent tears but also systematically building robust self-confidence and stress-coping skills through graduated challenges, thereby creating psychological resilience that can buffer the impact of future setbacks. Ensuring a safe training environment—proper mats, well-

maintained equipment—is a psychological intervention in itself, as it reduces objective threat and fosters a sense of security that allows for fearless exploration of skill. When injury does occur, the objectives of psychological preparation shift to active rehabilitation: the goal is to cultivate a positive attitude toward the recovery process itself, framing it as a period of strategic strengthening and mental growth rather than a punitive setback. The athlete learns to regulate their physical and psychological energy, using relaxation techniques to manage the frustration of immobilization and imagery to mentally rehearse flawless technique, thus maintaining neural pathways for skill.

The process of overcoming a psychological injury is a deliberate reconstruction. Using principles of systematic desensitization, a sport psychologist would work with Elena to break her fear into manageable steps. She might begin by simply sitting near the bars, focusing on deep breathing until anxiety subsides; then, she would progress to gently touching the apparatus, then to hanging from a low bar, and finally, to performing modified drills with multiple safety spotters. Each successful, non-threatening exposure serves as counter-conditioning, slowly rewriting the association from "bars = danger" to "bars = controlled, safe performance." Concurrently, cognitive restructuring helps her challenge catastrophic thoughts ("I will fall again") and replace them with evidence-based affirmations ("My technique is sound, my body is strong, I am prepared"). This integrative approach—combining graded exposure, cognitive reframing, and the re-establishment of confidence through micro-successes—embodies the core of post-injury psychological preparation; it is the careful, compassionate science of helping an athlete not just return to sport, but return to themselves, reclaiming the audacity of movement from the grip of memory.

Chapter Eleven: Sports Leadership

1. The Concept of Sports Leadership
2. Traits of a Sports Leader
3. Effective Sports Leadership Model
4. Types of Leadership Behavior According to This Model
5. Practical Guidelines for Effective Sports Leadership

Chapter Eleven: Sports Leadership

1- The Concept of Sports Leadership:

Leadership is a multifaceted concept involving numerous interrelated variables that exert mutual influence. Fiedler (1997), a prominent researcher in the field, noted over twenty definitions of "leadership," each reflecting its author's perspective on essential aspects.

Stogdill (1974), a pioneer in scientific leadership research, identified three fundamental conditions for leadership to exist:

1. A group of two or more individuals with reciprocal relationships.
2. A shared general task the group aims to achieve.
3. Differentiation in responsibilities, with roles distributed among group members.

Richard Cox (1994) suggests these conditions align with Hemphill and Coons' (1957) definition of leadership as an individual's behavior in directing group activities toward a shared goal (Abdul Aziz El-Sayed Abdullah, 2004, p. 54).

Mohammad Allawi (1992, 1997) defines leadership as "a process in which an individual from an organized group directs the behavior of its members, motivating them with sincere desire towards achieving a common goal."

This definition indicates that leadership is:

- A process: Requiring continuous interaction.
- A social phenomenon: Requiring an organized group with continuity.
- Based on influence and direction: Aiming to achieve common goals.

Leadership success is determined by its impact on group members' behavior, referred to as "followers," "subordinates," or "members."

A. Leadership in the Sports Field:

In the sports context, sports leadership can be defined as "a process performed by an individual from an organized sports group to direct the behavior of athletes or members, motivating them with a sincere desire towards achieving a common goal"; this definition reflects the practical and social nature of sports leadership, requiring

direction and influence to achieve common goals within an organized sports framework (Mohammad Hassan Allawi, 2005, p. 15).

2- Traits of a Sports Leader:

Based on prior studies, the following personal traits of a sports leader have been identified:

- **Emotional Stability:**

Emotional control is crucial for a sports leader to instill calmness and stability in followers and provide clear instructions, advice, and decisions, especially in emotionally charged situations with high psychological stress.

A sports leader often encounters tense situations requiring self-control. Impulsiveness, anger, agitation, and rapid mood swings can significantly harm the leader's educational and athletic work, negatively impacting their influence.

Emotions are contagious. Displays of fear, anxiety, tension, and excitement from the sports leader can immediately affect followers, making the leader directly responsible for their emotional state.

- **Emotional Harmony and Empathy:**

Emotional harmony, or empathy, refers to a sports leader's ability to sense and understand their followers' feelings; It is important to distinguish between "emotional harmony" and "sympathy," as sympathy implies sharing the followers' emotions.

Studies indicate that emotional harmony is a key attribute for a sports leader in supporting followers; this trait helps the leader understand the needs, inclinations, and motivations of the followers, not to manipulate them, but to motivate them to perform at their best (Mohammad Hassan Allawi, 2005).

Furthermore, a sports leader's emotional harmony lies in their communication skills, their ability to understand followers, and their genuine inclination and feelings towards them, which fosters trust and appreciation; The relationship between the sports leader and followers, built on mutual respect, affection, love, trust, and appreciation of their efforts, is critical for the leader's success and effectiveness.

Emotional harmony for a sports leader should not merely be seen as sharing emotions in stressful situations, but rather as sensing their joys, personal problems, and all events affecting them, with positivity and effectiveness (Abdul Aziz El-Sayed Abdullah, 2004).

- **The Ability to Make Decisions:**

One of the most important traits that distinguishes an effective sports leader is the ability to make quick decisions, especially in changing situations that require a rapid, rational choice between alternatives.

A sports leader's ability to quickly observe and objectively assess various sports situations, make swift decisions to modify perceptions, and identify errors in performance are all critical factors related to decision-making.

The key is not just speed, but also making the appropriate decision at the right time.

- **Self-Confidence:**

A sports leader who is confident in their abilities, knowledge, and experience gains a strong position among their followers and earns their respect and acceptance of their guidance. Self-confidence helps the leader make decisions easily and accept followers' opinions without excessive sensitivity.

A self-assured sports leader does not show hesitation or anxiety in unexpected situations and can easily present their viewpoint and convince the followers.

However, excessive self-confidence or arrogance can negatively affect the followers and hinder the development of positive relationships.

- **Responsibility:**

Sports leaders sometimes attribute failures to external factors while claiming credit for successes; Regardless of the reasons for success or failure, the sports leader must bear a significant portion of the responsibility with courage.

An effective sports leader is prepared to take responsibility at all times, especially in cases of failure, and engages in self-criticism before criticizing others, and addressing the causes of such situations.

Taking responsibility requires strength of will, courage to face mistakes, and effort to correct them (Abdul Aziz El-Sayed Abdullah, 2004).

- **Creativity:**

The ability to innovate and use modern methods in the leadership process, as well as to introduce new approaches in various activities, demonstrates the leader's creativity.

Routine in issuing directives or shaping performance does not help develop followers' abilities. A sports leader should be innovative rather than traditional.

- **Flexibility:**

Flexibility refers to the ability to adapt to changing situations, especially under high psychological stress.

It does not mean overlooking mistakes, but rather achieving goals in light of the situation, using multiple means, and avoiding rigidity despite failures.

A flexible sports leader is realistic in dealing with situations.

- **Ambition:**

An effective sports leader is ambitious, driven by excellence, and motivates followers to achieve their highest potential (Mohammad Hassan Allawi, 2005).

An Ambitious sports leader are persistent, never losing hope, continuously developing themselves, and committed to their goals regardless of time and effort.

- **Leadership:**

A successful sports leader possesses leadership qualities, guiding and influencing followers, coordinating efforts to develop their abilities, and appropriately incentivizing or correcting them.

A leader with leadership qualities is respected and trusted, and their guidance is willingly followed (Mohammad Hassan Allawi, 2005, p. 39).

3- Model of Effective Sports Leadership

Within the previous components of effective sports leadership, Sheila Dorai (1993, Chelladurai) presented a multi-dimensional model of leadership interaction suitable for application in the field of effective sports leadership for sports coaches. This model can be modified and employed for multiple applications in effective sports leadership, this model illustrates three main determinants

1. Characteristics of the Sports Situation

It includes the distinctive nature of the sports situation and the environmental variables associated with it, such as the nature of the competition, the surrounding conditions, and the complexity of the situation.

- **2. Characteristics of the Sports Leader**

It includes the personal characteristics of the sports leader, their abilities, skills, and distinctive leadership style that affect the way they deal with the sports group.

- **3. Characteristics of the Sports Group**

It consists of a set of characteristics that distinguish the sports group, such as capabilities, resources, motivations, the level of cohesion between members, and the nature of interaction within the group (Mohammad Hassan Allawi, 2005, p. 42).

4- Types of Leadership Behavior According to the Model:

These three determinants affect the behavior of the sports leader, which can be divided into three main types:

- **Situation-Specific Behavior**

It refers to the behavior that the sports leader must perform within the framework of the rules and regulations within which they operate; this behavior is affected by the characteristics and variables of the sports situation, as well as by the characteristics of the sports group and its associated needs and requirements.

- **Preferred Behavior from the Sports Group:**

It is the behavior that the sports group prefers the sports leader to perform, and it is a reflection of the desire of the sports group and its characteristics, as well as a

reflection of the sports group's perception of the sports situation and its characteristics.

- **Actual Behavior:**

It refers to the pattern of behavior preferred by the leader and which they perform, which is affected by the personal characteristics of the sports leader, their traits, abilities, skills, etc., as well as by both the behavior specific to the situation and the behavior preferred by the sports group.

In light of each of the three determinants and the three types of behavior mentioned above, and as a result of the actual behavior of the sports leader, the outcomes or effectiveness are determined in light of two main factors:

- Success or failure, i.e. achieving or not achieving the desired goals.
- Satisfaction or dissatisfaction: i.e. the extent of satisfaction achieved for the sports group, which results in their satisfaction or dissatisfaction with the results.

5- Practical Guidelines for Effective Sports Leadership

Some guidelines extracted from previous theories in leadership can be presented, which can contribute to achieving the effectiveness of sports leadership, as summarized by Anshel (1994), Cox (1994), Cribben (1991), Sheila Durai (Chelladurai) and Caron 1983 Carron) (Mohammed Hassan Allawi, 2005):

- **No one way works in all situations**

Each of the previous theories is not suitable for application in all sports situations alone; Leading a sports club differs from leading a sports federation, and differs from leading a sports youth center, and therefore also differs from leading a sports team; this is because each of these organizations or sports groups has its nature in terms of goals, organization, number of members, problems, and other aspects that may differ radically from one case to another.

- **The effective sports leader modifies his method to meet the needs of the followers:**

Each group of sports groups has specific and legitimate needs and demands that differ from the demands and needs of sports club members who do not practice

sports; The demands of members of the sports team that represents the club in official sports competitions differ accordingly for members of the club who practice recreational sports activities.

Therefore, the sports leader should understand the needs, demands, and feelings of the groups he leads so that he can adapt his method to be able to meet those legitimate needs and demands and achieve satisfaction for them.

- **Balance between task-related and relationship-related leadership behavior:**

Effective sports leaders do not focus only on one type of leadership behavior and neglect the other types; For example, the leader may focus primarily on organizing the work of the sports group, defining roles, dividing responsibilities, directing, guiding, and following up, but at the same time neglects the human aspects, such as building good relationships with individuals, and ignoring their feelings, emotions, and needs. Balance between these aspects is the foundation of effective sports leadership (Abdul Aziz El-Sayed Abdullah, 2004).

- An effective sports leader can achieve a balance between attention to task-related leadership behavior and human relations-related leadership behavior.

There is no doubt that some situations may require increasing the focus on a specific aspect of leadership behavior, but this does not mean completely neglecting the other aspects.

- **An effective sports leader does not need to display his influence to gain respect.**

There is a clear difference between the sports leader who provides support, guidance, and guidance to his subordinates, and the leader who relies on displaying his power and authority; As Fiedler (1974) pointed out, the beloved and respected leader does not need to display his influence to confirm his influence on his followers.

This means that sports leadership is not based on intimidation or coercion to perform tasks, but rather depends on gaining the respect of subordinates through respecting others, honesty, integrity, and uprightness in behavior, in addition to

paying attention to emotional harmony with them and trying to develop their capabilities and enhance their motivation to achieve.

- **The effective sports leader cares about the balanced and comprehensive growth of the followers:**

The effective sports leader's interest is not limited to a specific aspect of his subordinates' lives but rather seeks to develop all aspects that contribute to improving their levels and raising them.

For example, the sports leader in the field of training is an effective leader when he works to develop the physical, skill, planning, and psychological aspects of the players; neglecting any of these aspects reduces the possibility of achieving the highest levels of sports performance (Mohammed Hassan Allawi, 2005).

Applied Examples for Chapter Eleven: Sports Leadership

The concept of sports leadership transcends the simplistic image of a charismatic figure barking orders; it is, in practice, a dynamic and reciprocal process of influence, a complex dance between an individual's attributes, the ever-shifting demands of the sporting environment, and the nuanced needs of the athlete group. To witness effective sports leadership is to observe a sophisticated alignment of behavior where a coach or captain modulates their approach in real-time, striving not for dominance but for the synergistic achievement of shared goals and the profound satisfaction of those they guide. This practical interplay is where theoretical models breathe and prove their worth, demonstrating that leadership is less about a fixed set of commands and more about contextual intelligence and empathetic calibration.

Consider the scenario of a seasoned basketball coach navigating a critical playoff series against a formidable opponent. Her team, talented but young, has lost the first two games and morale is fragile. Here, the traits of an effective sports leader are not abstract qualities but essential, observable actions. Her emotional stability is the team's anchor; despite internal pressure, she projects a calm, analytical demeanour during time-outs, using clear, concise language to adjust tactics, thereby preventing her athletes from being swept away by a panic she does not display. This stability is coupled with genuine empathy; she perceives the deflated body language of her point guard, who is struggling against a more experienced defender, and pulls him aside not with criticism but with a reaffirmation of his value and a slight strategic adjustment to alleviate the pressure. Her ability to make decisions is tested when her star center picks up a third foul in the second quarter; she must instantly weigh alternatives and decide—risk leaving him in or trust a less experienced backup. A quick, confident choice is made, communicated firmly, and the team adjusts. This decisiveness is rooted in a self-confidence born from preparation, not arrogance, allowing her to own the decision and its consequence.

This practical situation can be elegantly framed by Chelladurai's Multidimensional Model of Leadership. The three determinants are in clear operation: the situational characteristics (a must-win playoff game, an away venue with a hostile crowd), the leader characteristics (the coach's experience, her preferred democratic but firm style), and the group characteristics (a young team high in skill but variable in confidence and cohesion). The coach's behaviour is a product of navigating these

streams. She must exhibit situation-required behaviour dictated by the high-stakes, elimination context—perhaps becoming more directive in her tactical instructions. Simultaneously, she must be attuned to the preferred behaviour of her group; these young athletes likely prefer a supportive, teaching style even in crisis, needing reassurance alongside direction. The actual behaviour she displays—perhaps a blend of 70% clear task-direction and 30% emotional support—is her unique synthesis of the situational demands, her own style, and her reading of the team’s preferences. The outcomes—potential victory and certainly the team’s satisfaction with her leadership—will hinge on this synthesis.

The practical guidelines for effective leadership come alive in her approach. She understands there is “no one way”; the authoritarian style she might use to discipline a veteran team for lack of effort would be disastrous here. Instead, she modifies her method to meet the followers' needs, offering more structure and encouragement to this anxious group. She strives for a balance between task and relationship behaviours; while the whiteboard is filled with Xs and Os (task), she ends every huddle with a collective fist bump and a phrase that reinforces unity (relationship). She does not need to display overt influence or power; her authority is inherent in her competence and the respect it has cultivated, not in shouting or intimidation. Finally, she demonstrates care for comprehensive growth; in post-game reviews, she highlights not just tactical execution but the resilience shown, framing the struggle itself as part of their long-term development as athletes and people.

Thus, applied sports leadership is this fluid, intelligent responsiveness. It is the coach who, after a gut-wrenching loss, knows whether the group needs a fiery critique, a silent film session, or an early release to recover emotionally. It is the team captain who, sensing a teammate's personal distress off the field, provides discrete support that strengthens the entire unit's trust. It is the consistent application of principle with the flexible adaptation of method, all directed toward the twin pillars of achievement and athlete satisfaction—the true hallmarks of leading effectively in the wonderfully unpredictable world of sport.

Chapter Twelve: Sport Psychological Guidance and Counseling

- 1- The Concept of Sport Psychological Guidance and Counseling
- 2- Principles of Psychological Guidance and Counseling
- 3- Methods of Individual Guidance for Athletes

Chapter Twelve: Sport Psychological Guidance and Counseling

1- The Concept of Psychological Guidance and Counseling:

The general concept of *Guidance* encompasses a collection of services aimed at helping individuals understand themselves and their problems; Within educational institutions like schools or universities, guidance often manifests as vocational guidance, which has taken various forms over the last century; In some institutes, it is termed "vocational guidance" as its primary focus is to assist individuals in selecting a profession that aligns with their abilities and vocational interests, preparing them for it, and facilitating their entry into the field; In other schools, it is known as "individual education" because it aims to support academically struggling students by providing them with personalized attention; Yet other schools refer to it as "guidance for disruptive students," where the objective is to assist students exhibiting delinquent behavior or facing moral and social challenges.

However, guidance should endeavor to assist all students, both those who are well-adjusted and those who are not; The development of talents, abilities, and aptitudes in ordinary students, and their appropriate guidance, is of no less importance than guiding, reforming, and treating a delinquent student.

In any case, it has become evident that the various forms of guidance in scientific institutes are merely visible, fractional services of a unified, indivisible whole; Specialists have been diligently studying these services to define them, establish their foundations, and articulate their philosophy.

In the sports domain, guidance aims to help athletes leverage their inherent potential, including abilities, skills, aptitudes, and interests, to set goals commensurate with their capabilities; This is achieved through self-understanding and an understanding of their environment, thereby fostering maximum personal growth and integration.

Analyzing this definition reveals that guidance is a process designed to assist the athlete in achieving several key outcomes:

- Self-understanding is realized through an awareness of their abilities, aptitudes, and inclinations.
- Understanding the problems they face.
- Understanding their physical and social environment, including its inherent potential.
- Leveraging capabilities to select appropriate methods for achieving goals.
- Assisting injured athletes in coping with the negative psychological effects of their injuries.
- Working to modify the behavior and social environment of injured athletes to foster a balance between them and their surroundings.

2- Principles of Psychological Guidance and Counseling:

Several fundamental principles underpin effective guidance; The most important of these include:

- The athlete's readiness for guidance.
- The athlete's right to self-determination.
- The principle of mutual acceptance.
- The principle of viewing guidance as a learning process.
- The principle of valuing the athlete as a member of a group.
- The principle of continuity in guidance.

1-2- The Athlete's Readiness for Guidance:

It is a well-known adage that "you can lead a horse to water, but you cannot make it drink." The same holds for guidance; It is impossible to assist an individual who does not perceive a need for help; Guidance will only be fruitful if the individual feels this need and trusts that the process may offer solutions to their problems.

Therefore, within a team environment, how can we reach players who are troubled by their problems, preoccupied by them, and consequently unable to perform their duties, yet are afraid to seek help? This fear may stem from apprehension about the counselor's role, a lack of confidence in the potential benefits, or the fear of shame if other players discover their need for guidance or treatment; Furthermore, a player

may not be consciously aware of the problem they are experiencing, either due to a lack of awareness or a limited understanding of the problem's elements and severity;

In light of this, the sports educational psychologist must proactively contribute to stimulating and motivating players to benefit from guidance and counseling services; Examples of such approaches include:

- **The Invitation Method:** This involves observing players' behavior during training or sports competitions, identifying individuals who may need guidance, and inviting them for a formal or informal meeting to offer guidance and counseling; A potential drawback of this method is that the player may not be ready or willing to disclose their problem; This can be mitigated by conducting individual interviews between the psychologist and each player, which provides an opportunity to meet with players, identify their problems, and strengthen rapport.
- **Good Personal Relationship:** Cultivating a strong rapport between the sports psychologist and the players is crucial; This relationship can be enhanced through recreational programs such as parties, camps, and joint trips; These activities positively contribute to fostering understanding, enjoyment, and mutual respect, which, in turn, encourages players to communicate with the sports psychologist more freely and spontaneously.
- **Developing the Desire for Guidance:** One effective way to cultivate a desire for guidance is to administer psychological tests to players and discuss the results with them; This can encourage some players to inquire about the reasons behind their results, thereby leading them towards guidance; The desire for guidance can also be fostered through group activities, providing players who have benefited from guidance an opportunity to share their experiences, and delivering lectures on mental health; Such initiatives can incline players towards accepting guidance and counseling.
- **Creating the Right Atmosphere:** It is essential to create an appropriate atmosphere that encourages players to discuss their problems; This requires a calm and safe environment; Players must be reassured that all information they provide will be treated with strict confidentiality, which encourages them to disclose their feelings, regardless of their nature.

2-2- The Athlete's Right to Self-Determination:

The guidance process is not founded on coercion, compulsion, or issuing commands and prohibitions; nor is it a process of preaching and unsolicited advice. The counselor's role is to create an appropriate atmosphere that allows the positive forces within the individual to be liberated, prompting them to discover their psychological orientations, abilities, and aptitudes that enable healthy adaptation; The individual is inherently capable of this and of developing practical solutions leading to maturity and completeness.

Therefore, the counselor must respect the individual's right to set their own goals and their right to develop plans to achieve these goals; If the counselor violates this principle, the process they are undertaking will deviate significantly from genuine guidance and counseling.

An individual's behavior and attitudes are truly understood only by the individual; They will only benefit from goals they choose for themselves and will not be enthusiastic about implementing plans unless these plans are of their own choosing and design.

Key perspectives supporting this principle include:

- The player's behavior and choices are uniquely understood by the player; Since they are the ones experiencing the problem, it is natural that they have the right to choose the means to help resolve it, with the counselor's assistance.
- The counselor should not foster complete dependence in the player for problem-solving but rather encourage their participation; A common saying in sports is, "Don't play the ball for the player; teach them how to play the ball."
- The psychologist must respect the player's will to implement the plans they have formulated, even if these are not the optimal alternatives, however, the psychologist should explain the potential outcomes of choosing other alternatives, ultimately allowing the player to make the choice.
- The guidance and counseling process should not be based on coercion, pressure, or imposing specific solutions; Instead, the psychologist should create an environment that empowers the player to unleash their mental abilities and special aptitudes, enabling them to adapt soundly.

- No two personalities are identical in their composition, even if their problems appear similar, as the underlying causes will inevitably differ, therefore, a guidance program that benefits one player may not benefit another experiencing the same problem, and the specialist must be mindful of this.

3-2- The Principle of Mutual Acceptance:

All schools of guidance emphasize the necessity of the specialist's acceptance of the client-that is, the counselor's acceptance of the player, and equally, the player's acceptance of the counselor; This is achieved by making the player feel that the specialist accepts them for who they are and does not pass arbitrary moral judgments; Some individuals are burdened by their problems and consequently do not accept themselves, nor do those around them or society at large; If the specialist also fails to accept them, it implies that all avenues for salvation have been closed off; the specialist is the one person who *must* accept them.

These schools differ in the extent to which the specialist accepts the client, especially if the root of their problem involves behavior considered reprehensible by social and cultural standards; In such cases, the specialist's acceptance might be misinterpreted as condoning the behavior or encouraging its continuation, or it might lead the client to believe the specialist advocates permissiveness, thereby eroding trust, conversely, if the specialist opposes them, criticizes them, or judges their behavior as erroneous, it may lead to feelings of resentment and an unwillingness to continue with guidance; The specialist's task is not to act as an arguer or investigator with the player but rather to strive to create a situation where the player feels confident and reassured, preventing them from resorting to evasion or concealing their problem.

4-2- The Principle of Considering Guidance a Learning Process:

The guidance process is fundamentally a learning experience; In it, the player learns new psychological patterns and alters their perspectives on themselves, their colleagues, principles, and various matters; The player also learns new behavioral strategies and new ways of addressing the problems they encounter; They are allowed to make sound choices, formulate plans, and set goals; Guidance also helps them to apply and generalize what they learn from the guidance situation to other life situations, as an alternative to evasive, aggressive, or deceptive tactics.

5-2- The Principle of Caring for the Athlete as a Member of a Group:

Guidance focuses on the player as an individual, distinct from others and characterized by unique emotional traits; Simultaneously, it considers them as a member of various groups, such as a sports team, school, university, workplace, or family; The process of social interaction between the player and these diverse groups is the central focus and foundation of the guidance process, therefore, studying the player and their physical and social environment are crucial factors in assisting the player in these interactions.

Guidance is also concerned with the player as a whole; An integrated personality requires harmony, consistency, and integration among its physical, social, emotional, and mental components.

Accordingly, guidance is not solely for delinquent players or those with problems; Rather, guidance is a comprehensive process that includes services for all players alike; Guidance services are preventive and developmental, as well as diagnostic and therapeutic.

6-2- The Principle of Continuity of Guidance:

The guidance process is characterized by continuity and is not limited to services provided to the player solely during training periods or sports competitions; The prevailing trend now is that guidance is an ongoing process that begins with the player from their initial engagement in sports activity and continues until they reach the highest levels of athletic achievement.

3- Methods of Individual Guidance for Athletes:

- **Individual Counseling, Its Cases, and Procedures:**
This involves the counselor engaging with one counselee (the athlete) in a face-to-face setting during counseling sessions; It is employed in cases where individual characteristics predominate, typically involving specific problems that are not suitable for group management; Individual counseling is considered the foundational approach in every counseling process whenever feasible, particularly if an adequate number of psychological counselors are available to conduct interviews and sessions; These sessions facilitate freedom of personal discussion, information exchange, motivation, self-awareness, problem

interpretation, and the development of practical plans, all tailored to the individual.

The process involves collecting, classifying, and linking information, understanding motives, and fostering a practical and realistic self-understanding in the counselee across various life situations; The counselee is guided step-by-step to solve problems and trained to make appropriate decisions when facing future situations and unexpected difficulties with confidence and composure.

A- Direct Guidance Method:

This is also known as the Counselor-Centered method, where the psychologist acts as the proactive agent in interpreting information, motivating the counselee (the player), and directing them toward desired normative behavior.

In this direct guidance method, the psychologist assumes a greater share of the responsibility compared to the player; This is achieved by providing concise advice and guidance to solve problems; This method is most frequently used in therapeutic (clinical) counseling and is also applied in educational counseling; It is based on the principle that the player generally possesses limited information regarding their problem and lacks scientific expertise.

Consequently, they have sought the assistance of a psychologist, who, in turn, should guide them in resolving the issue they present; This principle affirms that a significant number of players achieve satisfaction and comfort when their current problem is resolved, leading to increased self-confidence in addressing other problems they may encounter directly.

This form of guidance is beneficial for clearly defined problems among players, especially when time is limited; Direct guidance adheres to the standard procedural steps of any guidance process, which are:

- Collecting information to achieve a clearer understanding of the problem.
- Assembling, organizing, and analyzing the information.
- Accurate diagnosis and identification of the problem, including its causes and symptoms.

- Predictive insight in suggesting the guidance method relative to the guidance style.
- Individual and direct guidance to achieve the goal of problem resolution.
- Follow-up to determine the progress of improvement and the complete return to normal life.

It can be asserted that the direct method of guidance aims to effect a change in the player's personality through direct education, wherein the psychologist provides necessary information leveraging their experience and specialization; The psychologist also emphasizes conducting tests and scales to gather direct information about the player to facilitate an accurate diagnosis of the case.

B - Indirect Guidance Method:

This is termed the Player-Centered guidance method, also known as non-directive guidance; These names reflect the core tenet of this method, which is predicated on the player's activity; The player knows themselves best and is aware of and responsible for their behavior; They are also responsible for and should contribute significantly to solving their problem, under the guidance and supervision of the sport psychologist.

In this method, the specialist's role is to observe the players, guide them, and encourage them to understand themselves realistically and practically; That is, they assist the player in achieving healthy psychological growth by fostering a sound congruence between their perceived self-concept and their actual self-concept in life. This constitutes a positive self-concept in both its conscious, perceived, and practical aspects, representing the healthy adaptation that is considered the primary and ultimate goal of human and athlete mental health.

Thus, guidance using the indirect method does not solely aim to solve a single existing problem for the counselee but also strives to assist them in their healthy psychological growth towards an integrated and developed personality.

The desired benefit of this indirect method is to cultivate a sound self-understanding and build balanced self-confidence, enabling the player to learn how to confront their problems and possess sufficient courage and proactivity to make decisions in their future normal life.

In summary, this method revolves around the player-originating from and returning to them; The sports psychologist provides information when the player requests it, as the greater burden of responsibility falls on the player to identify their motives and to recognize the importance of effecting change in their concept of themselves, their reality, and their relationships with society; The player then periodically evaluates their behavior and takes appropriate decisions, positions, and steps based on that evaluation.

Applied Examples for Chapter Twelve: Sport Psychological Guidance and Counseling

The realm of sport psychological guidance and counseling moves beyond the performance-focused interventions of mental skills training into the more profound, holistic space of supporting the athlete as a whole person navigating a complex and pressurized existence; it is a process built not on issuing directives, but on facilitating self-discovery, fostering resilience, and cultivating an environment where an athlete feels safe to explore vulnerabilities, confront challenges, and author their own path toward growth. This practice is anchored in a set of non-negotiable principles that transform a simple conversation into a therapeutic alliance, and its methods are the careful application of these principles to unlock the athlete's own capacity for problem-solving and adaptation.

Consider the case of Jamal, a talented but inconsistent university-level swimmer whose performance has suddenly plateaued; he appears withdrawn during team meetings, his training times are stagnating, and his coach notices uncharacteristic frustration during practice. A traditional approach might involve the coach simply telling Jamal to "focus harder" or "snap out of it." The guidance and counseling model, however, initiates a more nuanced process. The first and perhaps most critical hurdle is establishing the athlete's readiness for guidance. Jamal may not initially perceive a "psychological problem"; he might attribute his slump solely to physical fatigue or technical glitches. The sport psychologist, therefore, cannot wait passively. Utilizing the invitation method, the psychologist might ask Jamal to discuss his recent training data, framing the meeting as a collaborative performance review. By first building a good personal relationship through consistent, non-judgmental presence at training, the psychologist has already laid groundwork for trust. The goal is to develop the desire for guidance by helping Jamal himself connect his emotional state to his performance, perhaps by asking, "I've noticed you seem really frustrated after your main set lately; what's going through your mind in those moments?" This must occur within the right atmosphere of strict confidentiality and empathy, assuring Jamal that this space is separate from the coach's evaluative role and exists solely for his benefit.

Once engagement is established, the core principle of the athlete's right to self-determination guides every interaction. The psychologist's role is not to diagnose Jamal and prescribe a solution, but to help Jamal clarify his own reality. Through

open-ended questioning, the psychologist discovers that Jamal's slump coincides with severe academic pressures and a fear that dedicating himself to swimming is jeopardizing his future career prospects. A directive approach would be to advise Jamal on time-management techniques. A counseling approach rooted in self-determination would instead facilitate Jamal's own exploration: "It sounds like you're feeling torn between two important parts of your life. What does a successful balance look like to you? What options do you feel you have?" The psychologist provides information and perspective but empowers Jamal to formulate his own plans. This respects Jamal's autonomy and leads to more sustainable commitment, as the solutions are his own.

This process is impossible without the principle of mutual acceptance. Jamal may express feelings of guilt for "letting the team down" or even resentment toward the sport he once loved. The psychologist must accept these feelings unconditionally, without moral judgment or immediate correction. If the psychologist were to respond with, "You shouldn't feel that way, think of your teammates," Jamal would likely shut down. Instead, acceptance sounds like: "It makes complete sense that you'd feel that pressure, and it's okay to feel conflicted about something that demands so much from you." This acceptance is not an endorsement of quitting, but a validation of his emotional experience, which is the foundation for building psychological safety and genuine dialogue.

The methods of individual guidance then provide the structure for this dialogue. In Jamal's case, a blended approach might be used. Initially, a directive method could be efficiently employed for a discrete, skill-based issue—for example, if Jamal reveals a specific technical flaw that is compounding his frustration, the psychologist (if competent in the domain) or in collaboration with the coach, can provide clear, instructive feedback. However, for the core existential and motivational conflict, the indirect, player-centered method is essential. Here, the psychologist acts as a reflective mirror, helping Jamal explore his values, his identity beyond swimming, and his long-term goals. The psychologist asks questions that prompt self-analysis rather than giving answers: "When you imagine a fulfilling life five years from now, what is in that picture? How does swimming fit into that, or not?" Through this non-directive exploration, guidance as a learning process occurs; Jamal learns to understand his own emotional triggers, reframe challenges, and develop coping strategies that he can generalize to other areas of

life. The psychologist consistently views Jamal through the principle of caring for the athlete as a member of a group, acknowledging how his team dynamics, family expectations, and academic community influence his stress, while also focusing on him as a unique individual. Finally, effective support recognizes the principle of continuity; a single session is insufficient. Follow-up meetings are scheduled to support Jamal as he implements his chosen plan, adjusting as necessary and solidifying the new patterns of thought and behavior he is learning to build for himself.

Conclusion

As we draw the threads of this exploration together, we can affirm that sports psychology emerges not as a mere auxiliary discipline, but as the essential cornerstone for understanding the complex human being who resides at the heart of every athletic endeavor; it is a field that transcends the simplistic application of general psychological principles, evolving into a sophisticated, standalone science dedicated to deciphering the unique pressures, triumphs, and tribulations of the sporting world. This journey through the foundational chapters has revealed that its mandate extends far beyond the reactive treatment of "problems" or the superficial boosting of morale; it is a proactive, holistic study of the intricate interplay between biological predispositions, psychological dynamics, and the powerful social ecosystem of sport, all converging to either liberate or constrain human potential. By mapping this terrain, sports psychology provides the innovative frameworks and comprehensive strategies necessary not just to enhance performance, but to safeguard well-being, cultivate resilience, and ultimately enrich the quality of an athlete's entire journey, thereby alleviating the inherent suffering of setback and illuminating the path to sustainable achievement.

Our voyage began by excavating the historical foundations of the discipline, tracing its evolution from isolated curiosities about cyclist performance to a formalized scientific domain with dedicated societies and research journals; this historical perspective is not a trivial chronology but a vital lesson in the field's core identity—it is a science born from the practical, urgent questions of the field and the track, one that has fought for its legitimacy and matured into a profession that intricately weaves theoretical rigor with indispensable application. From this foundational soil, we examined the sprawling fields and tasks of sports psychology, demarcating the vital distinction between its theoretical bedrock—drawing from general, developmental, and physiological psychology—and its applied frontier, where knowledge is translated into interventions for athletes, teams, and organizations. This duality frames everything that follows: a constant dialogue between the universal principles of human behavior and the specific, high-stakes context of sport.

The core of our exploration then delved into the athlete's internal world. We scrutinized the athletic personality, moving beyond archaic typologies to understand it as a dynamic constellation of traits, patterns, and dispositions that interact fluidly

with sporting environments; this understanding shatters the myth of the one-dimensional "born champion," replacing it with a nuanced appreciation for how introversion, extroversion, neuroticism, and conscientiousness manifest uniquely under the glare of competition. Central to activating this personality is motivation, the engine of all athletic behavior. We dissected its powerful dual-fuel system of intrinsic drive and extrinsic rewards, charting its evolution from the playful exploration of childhood to the championship obsessions of the elite, and underscored the practical imperative for coaches to master this motivational alchemy, lest they misapply incentives and extinguish the very fire they seek to stoke.

Inextricably linked to motivation are the powerful forces of emotion and anxiety. We learned to see emotion not as disruptive static but as the fundamental language of sporting experience, with dimensions of intensity, duration, and valence that provide critical performance feedback. Anxiety, its frequent companion, was revealed in its multifaceted nature—differentiating the adaptive, acute state anxiety of a starting block from the debilitating chronic trait anxiety that can poison a career. The critical insight here lies in the cognitive appraisal; the same physiological arousal of a racing heart can be interpreted as excited readiness or paralyzing fear, a mental pivot point where psychological intervention proves most decisive. This mastery over the internal landscape finds its ultimate expression in self-confidence, that golden mean of belief situated between the paralysis of doubt and the recklessness of false bravado. True confidence, we saw, is not a charismatic gift but a cognitive edifice built brick by brick through mastery experiences, vicarious learning, and the careful nurturing of a mindset that focuses on controllable processes rather than uncontrollable outcomes.

Yet the athlete does not perform in a vacuum. Our analysis expanded to encompass the challenging interactions with the external sporting world. Aggression demonstrated the fine, often contested line between sanctioned assertive intensity and destructive hostile intent, teaching us that its management is less about suppression and more about channeling competitive drive through the disciplined avenues of rules and strategy. The profound adversity of injury illuminated perhaps the most sensitive application of the field, where the psychologist's role shifts from performance engineer to compassionate architect of recovery, addressing not just the physical rehabilitation but the very real

psychological injuries of fear, lost identity, and shattered confidence that can linger long after medical clearance is granted.

How, then, are these complex internal and external forces orchestrated towards collective achievement? The answer lies in sports leadership. Moving beyond the archetype of the authoritarian coach, effective leadership was presented as a dynamic, situational process of influence. It requires the emotional stability to be a team's anchor, the empathy to understand its pulse, the decisiveness to act in critical moments, and the wisdom to balance task-driven demands with relationship-focused support, all while navigating the specific contingencies of the competitive moment. This leadership finds its most profound tool in the practice of psychological guidance and counseling. Here, the field reaches its most human-centric pinnacle, moving beyond performance metrics to embrace the athlete as a whole person. Grounded in principles of empathy, unconditional positive regard, and the athlete's right to self-determination, this process provides a sanctuary for exploration, a guided journey where athletes can confront challenges, align their values, and develop the personal resilience that undergirds all lasting success.

Therefore, the modern trajectory of sports psychology, as vividly illustrated through these interconnected chapters, points toward an integrative and humanistic paradigm. It is a field in constant evolution, embracing new research from neuroscience on neuroplasticity and mindfulness, from sociology on team culture and organizational dynamics, and from positive psychology on the cultivation of flourishing. Treating the psychological dimensions of sport is no longer a supplementary luxury but a central pillar of ethical and effective athletic development—a comprehensive process aimed at nurturing not merely better performers, but more robust, self-aware, and balanced individuals.

Ultimately, this text has endeavored to bridge the gap between abstract theory and lived reality, demonstrating that the principles of sports psychology are alive in every gut-wrenching penalty kick, every comeback from injury, every strategic time-out, and every quiet conversation of doubt in a counselor's office. The psychological challenges inherent in sport are not aberrations to be pathologized, but intrinsic dimensions of the athletic experience to be understood, managed, and mastered. It is our earnest hope that this synthesis contributes to a deeper, more scientifically-grounded appreciation for this vital discipline—a discipline that, in its ultimate aim, seeks to harmonize the pursuit of excellence with the preservation of

humanity, thereby fostering not only healthier athletes and more successful teams, but a genuinely more enlightened and compassionate sporting culture for all.

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