



قوائم المحتويات متاحة على ASJP المنصة الجزائرية للمجلات العلمية
الأكاديمية للدراسات الاجتماعية والإنسانية
الصفحة الرئيسية للمجلة: www.asjp.cerist.dz/en/PresentationRevue/552



The Relationship Of Some Mental Skills to Improve The skill Performance of Football Players

علاقة بعض المهارات العقلية بتحسين الاداء المهارى للاعبى كرة القدم

KISSARI ALI*¹

¹Hassiba Benbouali University of Chlef, Institute of Physical Education and Sports, Algeria.

Article info:

Article history:

Received : 10-01-2020

Revised : 18-03-2020

Accepted : 08-05-2020

Key words:

Mental skills,

Skill performance,

Football.

Abstract

The aim of study is to find out the relationship between some mental skills and skill performance of football players by answering the general hypothesis that mental skills contribute to improve the skill performance of football players. The researcher used the descriptive method on a sample of 40 players it was divided into groups according to the play positions (defenders , Center Fielder and Attackers), the researcher used the Mental skills Questionnaire designed by both; Albinson , Bull and Shambrook (1996) to measure some of the mental aspects (psychological) important for sports performance , the researcher used SPSS for statistical processing of the search results, while the results revealed that there is a relationship between mental skills and some basic skills in football, The results showed that there are statistically significant differences in the basic skills among soccer players, according to the playing centers, in the ability to score test. While there were statistically significant differences for the measure of the mental skills of football players according to the playing centers in the ability to relax, self-confidence and the Motivation for athletic achievement.

ملخص

هدفت الدراسة الى ابراز العلاقة بين بعض المهارات العقلية والاداء المهارى للاعبى كرة القدم من خلال الاجابة على الفرض العام مفاده تساهم المهارات العقلية في تحسين الاداء المهارى لاعبي كرة القدم ، استخدم الباحث المنهج الوصفي على عينة قوامها 40 لاعب كما تم تقسيمها الى مجموعات وفق مراكز اللعب (مدافعين ،وسط ميدان .مهاجمين) ، استخدم الباحث استخبار Mental skills Questionnaire صممه كل من ، bull و (1996) Albinson شامبروك لقياس بعض الجوانب العقلية (النفسية) الهامة للأداء الرياضي . استخدم الباحث بعض اختبارات الاداء المهارى للاعبى كرة القدم ، استخدم الباحث SPSS للمعالجة الاحصائية لنتائج البحث ، حيث اسفرت النتائج انه توجد علاقة بين المهارات العقلية وبعض المهارات الاساسية في كرة القدم. اسفرت النتائج ايضا فروق ذات دلالة احصائية في المهارات الاساسية بين لاعبي كرة القدم وفق مراكز اللعب في اختبار القدرة على التسديد .بينما كانت فروق ذات دلالة احصائية لمقياس المهارات النفسية للاعبى كرة القدم وفق مراكز اللعب في ابعاد القدرة على الاسترخاء و بعد الثقة بالنفس وبعد دافعية الانجاز الرياضي.

الكلمات المفتاحية:

المهارات العقلية،
الاداء المهارى،
كرة القدم.

1. Introduction

Football is one of the most popular games in the world which, has gained increasing international attention as the most popular in the world, making specialists always seek to develop the game by raising the levels of players in different preparation areas, especially physical preparation (elements of fitness), which is the bridge between the performance skills and motor qualities that must be represented by the football player and this interest and integration between the preparation of skills, plans and physical came as a result of proper scientific planning of training stages, which leads to improved performance.⁽¹⁾

Football is one of the games that has received a lot of attention and very important studies in order to rise it for the better, despite this, the research is still continuing to find the best training formats through which to going along with the advanced teams. Both at the level of local and international tournaments it's from the games which have fitness requirements and have an important role in achieving the requirements of play and on the other hand have many requirements, including skill, planning and psychological.⁽²⁾

soccer is one of the most widely played sports in the world , and is a sport characterized by short sprints, rapid acceleration or deceleration, turning, jumping, kicking, and tackling. It is generally assumed that through the years, the game has developed to become faster, with more intensity and aggressive play than seen previously .⁽³⁾

Recent advances in the applied sport psychology literature have seen an increase in the number of empirical studies supporting the positive influence of psychological skills training on sports performance (e.g., Rogerson & Hrycaiko, 2002) and in particular, soccer-based performance (e.g., Johnson, Hrycaiko, Johnson, & Halas, 2004; Thelwell, Greenlees, & Weston, 2006) . Despite the upsurge in interest , there remain three important areas requiring attention. First, it is only of late that researchers have provided a rationale for the selection of skills within interventions. Second, many studies (e.g., Patrick & Hrycaiko , 1998; Thelwell & Greenlees, 2003) have focused on measuring the influence of interventions on global

performance outcomes , without acknowledging performance subcomponents. Third, little is known regarding the extent to which psychological skills influence performance throughout competition⁽⁴⁾

If we consider that mental skills is mental strength, self-belief and the ability to concentrate in moments of distress and embarrassment⁽⁵⁾ From Mental Skills found the Visualization as seen by Omar-Fauzee , Daud, Abdullah, and Rashid (2009) also claim that imagery was used as the method in which people feels themselves through their minds . They can imagine themselves that ways have directed them to learn and improve skills. This imagery can make performance simple as it is out of individual's skills. As the research on exercise imagery is positive, more action is needed to better understand how imagery affects exercise behavior⁽⁶⁾.

Muscle relaxation, referred to by Abd al - Sattar Ibrahim (1998): "Relaxation means complete cessation of all contractions and muscular contractions associated with tension."⁽⁷⁾ Some psychological skills such as motivation of achievement and the ability to face anxiety and self-confidence and the ability to focus attention and the extent of their association with some basic skills in football such as running, controlling the ball and the ability to control the ball, the accuracy of scoring and ball tackling. It represents the problematic situation in this study, which requires the study of the association between mental skills and some basic skills in football between players. There are a number of studies that dealt with mental skills and their relationship to athletic performance

In a study study by Vincent A. Parnabas .(2014). The Relationship between Relaxation Techniques and Sport Performance ,The result showed that there are positive correlation between imagery and sports performance, meditation and sports performance, progressive muscle relaxation and sports performance, breathing techniques and sports performance. Sport psychologist and coaches should use these findings to practice various kinds of relaxation techniques on athletes. Practicing relaxation techniques can reduce the number of athletes taking drugs to reduce anxiety and improve performance. For sport industry,

relaxation techniques product can be sold through the form of CDs, VCDs, DVDs and audio.⁽⁸⁾

In a study, Ferhat ESATBEYOGLU (2018) . Mental skill usage of athletes with physical disabilities . Results revealed that, relative to competition strategies, participants scored highest on activation and lowest on relaxation (4.10 ± 0.52 ; 3.03 ± 0.104 , respectively) and in practice environment they scored highest on self-talk and lowest on relaxation (3.84 ± 0.91 ; 2.80 ± 0.98 , respectively). Examination of the results showed moderately strong correlations among many of the strategies in both competition and practice environments ($P < 0.01$). Additionally, comparison of mental skills and strategies usage according to sports, discovered significant sport specific variations both in competition and practice settings ($P < 0.01$). Investigation of current performance level differences in psychological skills and strategies explored differences among international, national and club level athletes ($P < 0.01$). Exploration of years participating in sport comparison has also discovered differences among groups ($P < 0.01$). These findings provide a unique insight into the mental skill usage of athletes with physical disabilities and their application to practise and environment settings.⁽⁹⁾

In a study by Faiza Mohammed Ateek Al-Ansi, (2016), The Relationship between Psychological Skills and Sport Anxiety among University Student Athletes in the Republic of Yemen ,The results showed that psychological skills were negatively correlated with sport anxiety ($r = -.444^{**}$, $p < 0.01$). Likewise, psychological skills were negatively correlated with worry ($r = -.344$, $p < 0.01$), concentration disruption ($r = -.371^{**}$, $p < 0.01$), and somatic anxiety ($r = 0.429^{**}$, $p < 0.01$). From the above, the following general question might be asked.⁽¹⁰⁾

► Are the Mental skills contribute to improve the skills performance of football players?

❖ By the problem determination of the search can come up with the following questions

■ Are there any statistically significant differences in the mental skills and skill performance of football players according to the play position?

■ Is there a relationship between mental skills and some basic skills in football?

Based on the problem identification of research and questions raised above, the researcher identified a general hypothesis that:

► The Mental skills contribute to improve the skills performance of football players.

❖ Through the general hypothesis, the researcher identified the hypotheses of the research in the following form:

■ There is a relationship between mental skills and some basic skills in football?

■ There are statistically significant differences in the mental skills and skill performance of football players according to the play position

2. Material and Methods

2.1 Research Methodology

The researcher used the correctional descriptive method to suit the nature of the current study

2.2 The sample

Due to the large population of the study, and the purpose of the economy in the time and effort researcher resorted to a sample taken from the original study of the community where the study sample included 40 football player out of a total 380 players at the level of clubs of the chlef for the season 2019/2020

2.3 Research fields

2.3.1 The human field: The research sample consisted of 40 footballers

2.3.2 Spatial domain: some clubs in Chlef Province (Sinjas. chattia, Tajdena)

2.3.3 Time domain: The study was conducted from October 13 to November 16, 2019

2.4 Exploratory study

2.4.1 Exploratory study aims

- Preparation and testing of research's tools, and measure the variables of research in the Algerian environment.
- Find out the time it takes search tools in the

application for the best conditions and ways to conduct a basic study

• 2.5 Tools Used of

- The researcher conducted the study on some clubs in Chlef Province

• 2.5.1 Tools Used of The Study

• 2.5.1 Mental skills Description of Inventory

Mental Skills Questionnaire designed by Bull, John Albinson and Christopher Shambrook (1996) to measure some important mental (psychological) aspects of athletic performance which's: The ability to visualize Questionnaire includes a 24 phrases and each dimension has six of dimensions represented by 4 phrases and the athlete has to answer phrases on a six-degrees standard (apply to a very large degree - large degree - average degree - a low degree - very low degree – does not apply).⁽¹¹⁾

2.4.2.1 Reliability

2.4.2.1 Test & Rtest Method

Stability was then calculated two weeks after the first and second application on a sample of 15 players. Who were excluded from the sample after the basic study correlation coefficients reached between the first application and the second application of the dimensions of the standard as follows while the estimate consistency calculates the simple correlation

coefficient of Pearson, as shown in table No. (1)

Table (1): The estimate consistency calculates the simple correlation coefficient of Pearson

the Mental skills Questionnaire	Sample members	COEFFICIENT OF CORRELATIONS
The ability to visualize	15	0.70
The ability to relax		0.67
The ability to focus attention		0.75
The ability to face anxiety		0.66
Self-talk		0.70
Motivation for athletic achievement		0.775

2.4.2.2 Validity Expert Validity

The Inventory was presented to a group of five specialized arbitration professors, until the final image of the Inventory was obtained for its application to the Algerian environment, especially the province of Chlef.

2.4.2.3 inter-rater reliability

Table(2): The inter-rater reliability calculates

The ability to focus attention			The ability to relax			The ability to visualize			The ability to face anxiety			self-confidence			Motivation for athletic achievement.		
Significance level	Factory of validity	phrase	Significance level	Factory of validity	phrase	Significance level	Factory of validity	phrase	Significance level	Factory of validity	phrase	Significance level	Factory of validity	phrase	Significance level	Factory of validity	phrase
.04	.52	6	.62	.13	5	.06	.48	4	.001	.76	3	.18	.33	2	.003	.71	1
.18	.36	12	.00	.83	11	.13	.40	10	.001	.75	9	.08	.46	8	.036	.54	7
.01	.60	18	.12	.41	17	.04	.51	16	.127	.41	15	.01	.59	14	.558	.16	13
.00	.66	24	.01	.61	23	.03	.53	22	.036	.54	21	.00	.76	20	.001	.78	19

*, Correlation is significant at the 0.05 level From table (2)

that all honesty coefficients are high, all at 0.05 and this gives confidence in the ability of the mental skills Inventory to distinguish:

The research used a set of tests consisting of:

► **Running and ball control test**⁽¹²⁾.

Objective: to know the control of the ball.

Instruments: timer, markers, tape measure, three footballs.

Performance method: stand at the starting line with football. When the signal goes off - -

The soccer player, following the path marked with the signs, to complete it in the shortest possible time

Recording: Record time in seconds, close to 1/100 of a second.

► **delivery accuracy test**⁽¹³⁾

Tools: tape measure. Football. A goal is divided by ropes into nine sections. Burke to draw the penalty point

Method of performance: The player stands 11 meters from the goal and when the signal is given, the player will score

Recording: gives the player three attempts if points are scored according to the location, the accuracy of handling.

Scoring: Each player is given three attempts, where two scores are given for the successful attempt and one score for the attempt that affects the small goal and zero for the failed attempt

► **Scoring accuracy test**⁽¹³⁾

Tools: 3 characters, tape measure, small target, width 120 cm, height 68 cm

The method of performance: the player stands 16 meters from the small goal and the ball is placed 10 meters from the goal. The

first person is placed 1.5 meters from the ball and the distance between each person and the person is 1.5 meters and the last person is on the starting line 1.5

meters

► **Ball control test**⁽¹⁴⁾

Method of performance: a line is drawn parallel to the goal line and 16.5 meters from the middle of the goal, and the player strikes the ball with the right and left foot towards the goal, and 6 attempts are given for each foot

Method of registration: Every player has the right to six corrections. If you enter the ball from flight mode, the player is awarded two grades, but if you enter directly on the ground he is awarded one degree, and if you enter from the rolling position he is awarded half a point, and if the ball does not enter the player

is awarded zero, the player is scored six Right and left straight corrections for which the total score of twelve is calculated

2.6 Statistical tools

Arithmetic mean, the standard deviation, Correlation coefficient of Pearson to determine the relevance of the study tool.

3 - Results and discussion

Table (3) below displays the physical characteristics of the participants divided into playing field position groupings. defensive players(DF). midfield players(MF). forward players(ST)

ST (n = 13)	MF (n = 16)	DF (n = 11)
(23.30± 1.75)	(26.18± 3.03)	(23.90 ± 1.81)
Age (years)		
(172.53± 2.78)	(172.5± 2.90)	(169.72± 4.67)
Height(cm)		
(61.46± 3.09)	(62.81±4.67)	(64.63±6.40)
Weight(kg)		

Table (3) The represents physical characteristics of the participants (Average and standard deviations (23.90 ± 1.81) years, height: (169.72 ± 4.67cm; weight :64.63±6.40), sixteen midfield players (age: 26.18 ± 3.03 years, height: 172.5± 2.90 cm, weight:

($62.81 \pm 4.67\text{kg}$) and thirteen forward players (age: $23.30 \pm$)

	DF (n = 11)	MF (n = 16)	ST (n = 13)
Age (years)	(23.90 ± 1.81)	(26.18 ± 3.03)	(23.30 ± 1.75)
Height (cm)	(169.72 ± 4.67)	(172.5 ± 2.90)	(172.53 ± 2.78)
Weight (kg)	(64.63 ± 6.40)	(62.81 ± 4.67)	(61.46 ± 3.09)

1.75years, height: 172.53 ± 2.78 cm, weight: $61.46 \pm 3.09\text{kg}$

The first hypothesis

► There is a relationship between mental skills and some basic skills in football.

Table No. (4) shows the matrix of correlation between some mental skills and skill performance of football players

Mental skills Inventory Skill tests	The ability to focus attention	The ability to relax	The ability to visualize	The ability to face anxiety	self-confidence	Motivation for athletic achievement.
Ball control test	-.32*	.065	.027	.117	.172	.036
Running and ball control test	-.011-	.010	.187	.125	.242	-.068
delivery accuracy test	.008	.114	-.08	-.308	.081	.130
Scoring accuracy test	.337*	.141	-.10	-.245	-.318*	-.262

*. Correlation is significant at the 0.05 level (2-tailed).

Through table No. (4), which refers to the matrix of correlation between mental skills and skill performance of football players, it was significant in both the scoring test with self-confidence (-0.318) and significant between the ball control test and The ability to focus attention, (-0.324) and significant between Scoring accuracy test and The ability to focus attention, (0.337), states that there is a correlation relationship between some mental skills and skill performance of football players.

The results of the table No (4) also showed some weak associations for some mental skills compared to skill performance

The second hypothesis

- There are statistically significant differences between some basic skills (skill performance) according to the play positions of football players
- Table No. (5) shows the arithmetic mean and the standard deviations for football players according to the play position

Skill tests	playing field position	N	Mean	Std. Deviation	F(Calc)	Sig.	F(atble)
Ball control test	defensive players(DF)	11	3.2727	1.19087	.847	.437	3.23
	midfield players(MF)	16	3.1875	.75000			
	forward players(ST)	13	3.6923	1.31559			
Running and ball control test	defensive players(DF)	11	4.0909	.83121	1.191	.315	
	midfield players(MF)	16	3.5000	.81650			
	forward players(ST)	13	3.6923	1.25064			
delivery accuracy	defensive players(DF)	11	3.5455	.93420	1.519	.232	
	midfield players(MF)	16	3.5000	.51640			
	forward players(ST)	13	3.9231	.64051			
Scoring accuracy test	defensive players(DF)	11	4.3636	1.20605	7.230	.002	
	midfield players(MF)	16	4.1875	.75000			
	forward players(ST)	13	3.0769	.86232			

*. Correlation is significant at the 0.05 level

Table No. (5) shows the arithmetic mean and the standard deviations for football players according to the play position, so we find that The arithmetic averages and the standard deviation of the ball control test for the line players (defense, attack, midfield) is equal to (3.6923 ± 1.31559) (3.1875 ± 0.75) (3.27 ± 1.19) and in the ball running test (3.69 ± 1.25) $(3.50 \pm .81)$ $((4.09 \pm .83)$ In previous three tests were (0.847, 1.191, 1.519), respectively, and Tabular value (F) (3.23) error ratio > 0.05 , since the calculated value of (F) is less than tabular (F), there are no statistically significant differences in the three tests between playing lines, while the mean and standard deviation of the test were the scoring accuracy test $(4.36 \pm$

$1.20)$ (4.18 ± 0.75) $(3.07 \pm .086)$, and the value of (F) equals (7.230) which is greater than the tabular value of (F), if there are statistically the handling test (3.54 ± 0.93) $(3.92 \pm .64)$ $(3.50 \pm .51)$ through the table, the calculated (F) values for the significant differences between the playing lines in the scoring accuracy test.

■ There are statistically significant

differences between some mental skills according to the play positions of football players

Table No. (6) shows the arithmetic mean and the standard deviations of some mental skills according to the positions of play

Skill tests	playing field position	N	Mean	Std. Deviation	F(Calc)	Sig.	F(atble)
The ability to focus attention	defensive players(DF)	11	11.2727	2.05382	.488	.618	3.23
	midfield players(MF)	16	10.7500	.85635			
	forward players(ST)	13	10.9231	1.11516			
The ability to relax	defensive players(DF)	11	15.5455	1.29334	7.319	.002	
	midfield players(MF)	16	14.3125	1.19548			
	forward players(ST)	13	13.8462	.80064			
The ability to visualize	defensive players(DF)	11	16.6364	1.02691	1.658	.204	
	midfield players(MF)	16	16.0625	1.69189			
	forward players(ST)	13	16.9231	.86232			
The ability to face anxiety	defensive players(DF)	11	9.0909	1.44600	2.496	0.096	
	midfield players(MF)	16	7.8125	1.83371			
	forward players(ST)	13	8.2308	.83205			
self-confidence	defensive players(DF)	11	11.6364	1.20605	4.231	0.022	
	midfield players(MF)	16	11.5000	1.03280			
	forward players(ST)	13	12.6154	1.04391			
Motivation for athletic achievement.	defensive players(DF)	11	15.9091	1.30035	5.549	0.008	
	midfield players(MF)	16	15.5000	1.78885			
	forward players(ST)	13	17.3846	1.44559			

*. Correlation is significant at the 0.05 level

Table No. (6) shows the arithmetic mean and the standard deviations for football players according to the play position of the Inventory of mental skills in the dimension of The ability to focus attention for the players of the line (defense, attack, midfield) has reached ((11.27 $\pm$ 2.05) (10.93 $\pm$ 1.11) (10.75 $\pm$ 0.85)

Table No. (6) shows the arithmetic mean and the standard deviations of some mental skills according to the positions of play

and in the ability to visualize with (16.63 $\pm$ 1.02) (16.92 $\pm$ 0.86) (16.06 $\pm$.1.69) In the ability to face anxiety with (9.09 $\pm$ 1.44) (8.23 $\pm$ 0.83) (7.81 $\pm$.1.83) through Table No. (4) the values of (F) were Calculated for the previous three tests (0.488,1.65,-2.496) respectively, the tabular values of (F) were with an error rate of $>$ (0.05), since the calculated value of (F) is less than the tabular (F), there are no statistically significant differences in the three dimensions between the playing lines, while the averages and the standard deviation were Skill ability to Relaxation (16.36 $\pm$ 1.29) (14.31 $\pm$.1.19) (13.84 $\pm$.0.80) and in self-confidence ((16.36 $\pm$ 1.29.) (14.31 $\pm$.1.19) (13.84 $\pm$.0.80) and in Motivation for athletic achievement. (16.36 $\pm$ 1.29) (14.31 $\pm$.1.19) and the value of (F) equals (7.319 , 4.231 ,5.549) is greater than the tabular value of (F), because there are statistically significant differences between the lines of play in the three dimensions.

Discussion

The theoretical framework of the study clarified the extent of the importance that skill performance has been accorded by scientists and researchers, both in the Arab or foreign environment alike, as a result of what the skill performance reflects at the level of players 'effectiveness. The researcher's view of the justifications for the problem came in line with his goal to study the extent to which some mental skills relate to the skill performance of football players. Through, are the mental skills contribute to improve the skills performance of football players? The results of table No (4), the results that refer to the matrix of correlation between some mental skills and the skill performance of football players resulted in a relationship between them, as it was significant in the negative direction

between the scoring test and the self-confidence skill, and it corresponds to The findings that U19 rugby union forward players experience higher levels of activation and higher use of self-talk before competition provides a further insight into the nder standing of this game. These results suggest that, alongside the previous differences found in physical qualities and game demands by game position (Austin et al., 2011; Cunniffe et al., 2009; Duthie et al., 2003; Suarez-Arrones et al., 2012; Vaz et al., 2015), forward players may benefit from higher activation/arousal state levels, as this will increase the athlete's activation state, and promote mental and physical readiness to endure the physical confrontational nature of this sport (Neil et al, 2006). In addition, the combination of higher use of activation and self-talk strategies in competition by the forward players may be explained by the fact that these players are more exposed to the detrimental effects from cognitive anxiety due to the increased threat of personal confrontation (Mellalieu, Hanton, & O'Brien , 2004)⁽¹⁵⁾

As for Table No. (5), it reveals the presence of statistically significant differences between skill tests, scoring accuracy and player position, given that the calculated (F) values were greater than the (F) tabular values, which is clear given that each position requires a high skill skill.

As for Table No. (6), the results showed that there were statistically significant differences in mental skills represented in the ability to focus attention, which had an impact on defenders, while self-confidence was in the category of attacking players, and the skills of motivation of sports achievement were with the attackers as well, considering that The calculated (F) values were greater than the tabular (F) values. This enhances the validity of the hypothesis, that is, there are statistically significant differences between the players according to the playing position of some mental skillsand it corresponds to Muhammad Hassan Allawi indicated, where he considers that "success or the athletic failure to show his best skill in the games lies in the integration process between the physical and motor skills and abilities such as the motor skills and the planning capabilities. Physical

traits (such as ability, speed, endurance, flexibility and agility) and between psychological skills “⁽¹⁶⁾⁽¹⁷⁾. It also indicates , “The development of psychological skills must go hand in hand with the development of physical fitness elements through long-term and must focus on them, as is the case in basic skills in various sporting activities”⁽¹⁸⁾ in the negative direction between choosing the ball control and the ability to focus on attention because controlling the ball needs complete focus with the ball where Mufti Hammad Ibrahim sees that it is important to work on developing the efficiency of mental processes such as attention, awareness, remembering and the integration of their tools together to achieve the best skill efficiency. The best emotional counselling should be reached during the performance, and the best possible degree of motivation must be reached ⁽¹⁹⁾. Also, a significant came between Scoring accuracy test and the ability to focus on attention Through the above, it can be indicated that the hypothesis stipulates that there is a correlation relationship between some mental skills and the skill performance of football players.

Consistent with previous studies in sport (Barr & Hall, 1992; Hall et al., 1990; Thomas, Murphy, & Hardy, 1999), elite soccer players mentioned a greater use of psychological techniques in competition setting when compared to the training setting. This finding seems to suggest that soccer players consider competition as more important than training and consequently reserve psychological techniques use for that setting. It is also possible that they believe that psychological techniques can only help them when they are competing. The lower use of psychological techniques in training setting pointed out by participants may raise some concerns because it compromises the implementation of an effective and systematic PST program ⁽²⁰⁾

Nippert and Smith (2008) believe that lack of proper mental preparation in critical events and loss of self-confidence and concentration are the main causes of the poor performance of athletes in different sports ⁽²¹⁾ . As a result, research findings and reports that show and approve the importance of the psychological aspects and team factors for optimal sportive performance have been neglected This happened

in spite of researchers 'attempts to highlight the importance of psychological constructs and their positive effects and potential relationship with successful performance ⁽²²⁾

Finally, the results from our review showed a balance between the research employed in training and competition settings. This is an encouraging finding, because sport psychology research (Gould, Flett & Bean, 2009) has exposed the equivalent importance of training and competition in psychological preparation.⁽²³⁾ Training in mental skills is important in improving athletic performance during training and athletic competition

5. Conclusion

In summary, Through the results of the research, which was mainly aimed at knowing the extent of the relationship between some mental skills and skill performance of football players, and through the results reached of the study, we can conclude that:

► There is a relationship between mental skills and some basic skills in football.

The results were positive so that the greater The ability to focus attention the greater Scoring accuracy and it was in the negative direction that the greater Ball control , the greater ,the ability to focus attention and also the greater Scoring accuracy the more self-confidence of the players. It should be noted that it came in weak in all of the relationship

► There are statistically significant differences in the mental skills and skill performance of football players according to the play position.

The results of the basic skills of football came according to different situations where players were characterized by different scoring accuracy, which was shown by the calculated values (F), and this proves that there is a difference in the control of the basic skills between football players.

As for the size of mental skills, the results came that players are distinguished by differences between their response to the scale of mental skills, there are differences in the ability to relax and self-confidence, motivating the achievement of the athlete, given that the calculated values (F) are greater than the values of

(tabular), which enhances the validity of the second hypothesis.

► It is worth mentioning:

Increasing work in the field of scientific research through proceeding more studies dealing with other skills and other events in both individual and group sports.

Work to highlight the role of the psychologist within the technical team, as he has a role in the psychological preparation of players.

Work on developing the basic skills of football players in a manner that ensures the achievement of the best results, with a specialization devoted to the important mental skills of football players.

Conflict of Interest

The authors declare that they have no conflict of interest.

References

- [1] Mohammad M.M.Salih , Muthanna L.Hatem , Majeedch.Hussein ,(2010). Evaluation of some components of physical Achievements of Foot bull players During the Transition Period, Misan Journal for Physical Education Sciences ,No 2,Vol 2 ,p 6
- [2] Hadi Ahmed (2013), Building and applying physical and skill tests for gymnasium footballers, Al-Rafidain Journal for Mathematical Sciences, Vol 19, N° 60, P 187
- [3] ARNI ,A, STEFAN B. S, A. GUDMUNDSSON, I. HOLME,L. ENGBRETSSEN, and R.BAHR,(2004), Physical Fitness, Injuries, and Team Performance in soccer, Physical Fitness and Performance, No36, vol2,p 278
- [4] Richard c.Thelwell,Iain A.Greenlees&Neil J.Weston,(2010), Examining the Use of Psychological Skills Throughout Soccer Performance,Journal of Behavior,No1,Vol.33.p110.
- [5] Azima, Abbas Ali, (2010), Mental skills and their relationship to some basic skills for basketball players in the clubs of the Kurdistan region , Journal of Sports Science, Vol 1, P 30
- [6] Hassan Sadeghi ,Mohd-Sofian, Omar-Fauzee ,Marjohan Jamalis ,Rozita Ab-Latif ,Majid Chahrdah Cheric,(2010), The Mental Skills Training of University Soccer Players, Vol 3, No 2, P 82
- [7] Mohammad Hassan, Allawi, (2002),Psychology Training and Athletic Competition. Cairo,Dar Al-Fikr Al-Arabi,p 216
- [8] Vincent A,Parnabas,Yahaya Mahamood &Julinamary Parnabas & Nagoor Meera Abdullah ,(2014), The Relationship between Relaxation Techniques and Sport Performance, Journal of Psychology. No2,Vol 3 , P 108.
- [9] Faiza Mohammed Ateek Al-Ansi1, Tajul Arifin Bin Muhamad & Norlena Binti Salamuddin,(2016), The Relationship between Psychological Skills and Sport Anxiety among University Student Athletes in the Republic of Yemen, Journal of Sports and Physical Education, No 5,Vol 3, p86.
- [10] Ferhat Esatbeyoglu , Mark Campbell,(2018), Mental skill usage of athletes with physical disabilities, Turkish Journal of Sport and Exercise,No1,Vol 20,p 27
- [11] Mohammad Hassan, Allawi, (1998), Psychological tests encyclopedia for the athletes,Cairo, Al-Kitab Publishing Center, P 543
- [12] Meziane Bouhaj, Fatih Mazari, (2018), Physical and skill measurement of soccer players during the selection process,Vol 9, No 2, P 234-235. http: http://revues.univ-biskra.dz/index.php/dfr/article/download/2837/2527.
- 15-09-2019.15:30
- [13] Ali Abdul-Kadhim Jabbar and Sudanese thul fiqarsaleh Abdul Hussein, Impact drills in the development of modern level of performance skills for young football players Date ,15/09/2019,14:25: https://www.iasj.net/iasj?func=fulltext&aId=92070
- [14] Labad ,Muammar, (2012),The effect of a training program on developing some basic skills for footballers under 12 years of age,Journal of Physical Education Sciences ,vol 5, No 4.P 364
- [15] Luis Vaz , Ignacio Martín, Marco Batišta , Luis Almeida & Helder M. Fernandes,(2017), Differences In The Psychological SkillsAnd Strategies Uesd By E lite M aleunder -19 Rugby Union Players In Competititon According To Playinh Position , revista iberoamericana de psicologia del Ejercicioy el deporte ,No 2,Vol 12,P 225.
- [16] Mahammad Hassan, Allawi, (1998), Psychological tests encyclopedia for the athletes,Cairo, Al-Kitab Publishing Center, P 201
- [17] Simão Freitas, Cláudia Dias & António Fonseca,(2013), Psychological Skills Training Applied to Soccer: A Systematic Review Based on Research Methodologies, Review of European Studies, Vol 5, No 5,P18
- [18] Jabbar Faleh Hazir, (2017), Psychological skills and their relationship to the skillful performance of Diyala football club players , Sports Science Journal, vol 31,p152-161
- [19] Mufti, Ibrahim Hammad,(2001),Modern sports training: planning, Edition No 2, Cairo, Dar Al-Fikr Al-Arabi,p135
- [20] Vincent A. Parnabas, Yahaya Mahamood, Julinamary Parnabas & Nagoor Meera Abdullah ,(2014), The Relationship between Relaxation Techniques and Sport Performance , Universal Journal of Psychology, Vol 2, No3, p 110
- [21] Hassan Mohammadzadeh, Saadi Sami,(2014), Psychological Skills of Elite and Non-Elite Volleyball Players, Annals of Applied Sport Science, Vol. 2, No. 1, P34,
- [22] Bülent Okan Miçooğullari, Rıdvan Ekmekçi,(2017), Evaluation of a Psychological Skill Training Program onMental Toughness and Psychological Wellbeing forProfessional Soccer Players, Universal Journal of Educational Research ,Vol 5, No12,p 2312
- [23] Simão Freitas, Cláudia Dias & António Fonseca,(2013), Psychological Skills Training Applied to Soccer: A Systematic Review Based on Research Methodologies, Review of European Studies, Vol 5, No 5,P18.

How to cite this article according to the APA method:

The author KISSARI ALI. (2020), The Relationship of Some Mental Skills to improve the skill Performance of Football Players, academic review of social and human studies, vol 12 number 02 Hassiba Ben Bouali University of Chlef, Algeria, pages.43-52