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The role of modern mental relaxation methods in improving sports performance

دور طرق الإسترخاء العقلي الحديثة في تحسين مستوى الأداء للرياضي

Benrekia Abed [1], Marouf Said [2], Bradai Abdelhamid [3]

[1]Hassiba Ben Bouali University of Chlef, a.benrekia@univ-chlef.dz
[2]Hassiba Ben Bouali University of Chlef, s.marouf@univ-chlef.dz
[3]Hassiba Ben Bouali University of Chlef, a.bradai@univ-chlef.dz

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Abstract

The role of modern mental relaxation methods in improving the performance level of the competitive athlete. Sports performance depends on a high level of mental presence of the player during training and competition, and this can only be achieved by the availability of the relaxation factor in the player.

Many players may fail to achieve their best performance levels due to nervous tension, anxiety, and the control of nervous reactions over the body and mind accompanying their participation in sports competitions instead of controlling them and directing them in favor of performance. Relaxation training occupies a special importance within the program for preparing players of international sports levels. It has become common for the preparation program to include a special program for teaching and developing the player's ability to relax.

Keywords: modern methods of mental relaxation; athlete performance

ملخص: إن دور طرق الإسترخاء العقلي الحديثة في تحسين مستوى الأداء للرياضي التنافسي يعتمد الأداء الرياضي على مستوى عال من الحضور العقلي للاعب خلال التدريب و المنافسة، و لا يتأتى ذلك إلا بتوفر عامل الاسترخاء لدى اللاعب.

إن كثير من اللاعبين قد يفشلون في تحقيق أفضل مستويات أدائهم بسبب التوتر العصبي والقلق وسيطرة ردود الأفعال العصبية على الجسم ,والعقل المصاحب لإشتراكهم في المنافسات الرياضية بدلا من التحكم فيها وتوجيهها لصالح الأداء ,ويحتل التدريب الإسترخائي أهمية خاصة ضمن برنامج إعداد لاعبي المستويات الرياضية العالمية .وأصبح من المألوف أن يتضمن برنامج الإعداد برنامجا خاصا لتعليم والتنمية مقدرة الاعب على الإسترخاء.

كلمات مفتاحية :أساليب الاسترخاء الذهني؛ أداء الرياضيين

Corresponding author: *Amina djaafar* **, *e-mail:*** *d.amina@univ-chlef.dz*

I -Introduction:

The development that has occurred in handball in most countries of the world in the recent period in terms of playing methods and plans, the increase in the intensity of competition and the convergence of levels within the limits of the game's law, this requires directing more attention to all aspects of the sports training process to bring the player to the highest possible levels, and all this leads the player to more anxiety, tension and inability to relax. Many players may also fail to achieve their best levels of skill performance due to nervous tension and anxiety, and the control of nervous reactions over the body and mind accompanying their participation in sports competitions instead of controlling and directing them in favor of performance, and relaxation training occupies a special importance within the program of preparing players for international sports levels. It has become common for the preparation program to include a special program to teach and develop the player's ability to relax..

II – Method and Materials:

Relaxation skill:

"Abdul Aziz Mahmoud" defines it as the complete cessation of all muscle contractions and spasms associated with tension. (Mahmoud, 2005, p. 109).

"Chevallon" indicates that it is an action aimed at improving recovery and developing the individual's physical ability by emphasizing breathing and heartbeat. (s.chevallon, 2007, p. 33).

"Osama Kamel Rateb" (1996) defines it as relaxation as a temporary and deliberate withdrawal from activity, which allows him to return and fully benefit from the latent energy, whether physical, mental or emotional. (Rateb A., 2004, p. 123).

As for Shamoon (2001), he indicates the importance of relaxation in that it:

Reduces the level of high tension to positive control immediately before the competition, as well as during and after the competition.

Provides more awareness of the motor sensation.

Back to the balance point.

Overcoming anxiety to accompany the day before the competition as well as the first period of the competition

Going to sleep in the last days of participating in the general competition.

Using relaxation in the relative periods that the nature of the competition allows for.

Removing tension in specific muscle groups during competitions.

Entrance to mental retrieval of pre-competition strategies through positive mental visualization. (Shimoon, 1996, p. 161).

- Types of relaxation:

Scientists have been interested in the skill of relaxation and its importance in the sports field and the player, and on this basis, many scientists have agreed on the divisions of relaxation, which are represented in two main types, which are:

First: Muscle relaxation.

Second: Mental relaxation.

As each of these two main types includes subtypes that differ in the method used, but the goal is one.

1/- Muscle relaxation:

- Successive relaxation.
- Self-relaxation.

2/- Mental relaxation:

- Breathing control.
- Cognitive relaxation.

First/ Muscle relaxation:

- Progressive relaxation:

It is also called progressive and gradual, as "Edmund Jacobson" (1931) is considered the first to use this type of relaxation, and it is called by this name due to the successive contraction from one muscle group to another until it covers all muscle groups. (Shimon, 1996, p. 191). This method depends on a series of muscle contractions followed by relaxation, and the purpose of this is to help the athlete recognize the difference between the feeling of tension (when the muscle contracts) and the feeling of relaxation (when the muscle relaxes). (richard.h.cox, 2005, p. 203)

- Self-relaxation:

Self-relaxation is a form of successive relaxation, as it depends mainly on the player identifying the points of tension in the muscle groups in the body, then using slow, easy breathing, and during that the player imagines the tension leaving the body through deep inhalation and exhalation. (Rateb A., 2000, p. 278).

In the event of difficulties faced by the player, the role of the coach or sports psychologist comes in directing the player's instructions. (Mahmoud, 2005, p. 123).

Second/ Mental relaxation:

The role of relaxation comes after completing training on muscle relaxation, and although this arrangement seems logical, there are some programs that start with mental relaxation training procedures first, but the difference lies in the order of application only.

- Mental relaxation is divided into:
- Response to relaxation.
- Control breathing.

Cognitive relaxation.

- Control breathing.

Breathing is the key to all relaxation methods and the most effective in controlling stress and anxiety, as breathing differs in a state of rest and anxiety, as it is not deep, irregular and short in cases of stress and anxiety.

- Stopping thoughts:

This means that when a person has negative thoughts, he only has to say to these thoughts (stop), thus he works to stabilize the negative motivation and replace it with constructive thinking. It does not mean that the method of stopping thoughts is easy, but after the player learns that these negative thoughts cause him stress that leads to a decrease in the level of performance, it becomes easy for the player to use them. (Mahmoud, 2005, p. 126).

- Field study of the research:

- Research sample:

The researcher chose the research sample intentionally from the senior basketball team of the city of Glizan (o.m.r), to conduct the main experiment, and (7) players were chosen from the Oued Arhiou team, which is active in the same regional division west (r.c.b.o.r) in order to participate in the exploratory study, and the main sample was divided into two groups of equal number, (10) players in the experimental group, and (10) players in the control group,

- Relaxation ability scale:

This scale was originally developed by "Frank Vital" under the title "Your Ability to Relax", and was prepared for Arabic by "Mohamed Hassan Alawi, and Ahmed Mustafa Al-Suwaifi" (1981), and the scale consists of (15) phrases that allow the examinee the opportunity to express his ability to

voluntarily relax muscles and mentally through verbal responses to the scale phrases, and this scale is valid for both sexes and all ages and It consists of four dimensions (always - sometimes - rarely - never).

III – Results:

Tabular data such as the arithmetic mean, standard deviation, calculated t-value, tabular data, and statistical significance for the pre- and post-measurement of the relaxation ability variable for the control group.

Statistical significance	T-value S	Value t	Post-test		Pre-test		Unit of measure	Mental perception variable and ability to relax
			S	x	x	S		
غير دال	2.26	1.64	3.02	36.5	2.45	35.6	degree	**Ability to relax**

The tabular value of (t) is (2.26) at the 0.05 level and the degree of freedom is (9).

From the table above, we notice that there are no statistically significant differences between the pre-measurement and post-measurement of the variable of the ability to relax for the control group.

The table represents the arithmetic mean, standard deviation, calculated and tabular value of (t) and the statistical significance of the pre-measurement and post-measurement of the variable of the ability to relax for the experimental group.

Statistical significance	T-value S	Value t	Post-test		Pre-test		Unit of measure	Mental perception variable and ability to relax
			S	x	x	S		
S	2.26	14.7	2.31	42.6	2.40	35.3	degree	**Ability to relax**

The tabular (t) value is (2.26) at the 0.05 level and the degree of freedom is (9).

It is clear from the table that there are significant differences between the pre-measurement and post-measurement of the variable of the ability to relax for the experimental group and in favor of the post-measurement.

The table represents the arithmetic mean, standard deviation, calculated and tabular (t) value and the statistical significance of the post-measurement of the variable of the ability to relax for the experimental and control groups

Statistical significance	T-value S	Value t	Post-test		Pre-test		Unit of measure	Mental perception variable and ability to relax
			S	x	x	S		
S	2.10	5.05	2.31	42.6	3.22	36.5	degree	Ability to relax

The tabular value of (t) is (2.10) at the 0.05 level and the degree of freedom is (18).

It is clear from the table that there are statistically significant differences between the control and experimental groups in the post-measurement of the variable and the ability to relax in favor of the experimental group.

Table shows the percentage of progress in the post-measurement relative to the pre-measurement of the variables of mental imagery and the ability to relax in the control and experimental research groups

Groupe expérimental			Groupe témoin			Unit of measure	Mental perception variable and ability to relax
Pourcentage de progrès %	Post-test	Pre-test	Pourcentage % de progrès	Post-test	Pre-test		
%20.67	42.6	35.30	%2.25	36.5	35.60	degree	Ability to relax

Relaxation Ability (degree): 35.60, 36.5, 2.25%; 35.30, 42.6, 20.67%

It is clear from the table that there are percentage improvements in the post-measurement compared to the pre-measurement for both the control and experimental groups. The experimental group outperformed the control group in terms of the ability to relax.

IV –Discussion and Conclusion:

Discuss the hypothesis related to competence:

There are statistically significant differences between the pre-measurement and post-measurement of mental capacity (relaxation ability) for the experimental group, as the calculated T-value for relaxation ability is higher than the tabulated T-value. There are also statistically significant differences between the post-measurement for the control and experimental groups, and in favor of the experimental group with respect to this variable.

The researcher attributes the results obtained to the experimental group's use of relaxation exercises included in the mental training program. The training units containing these exercises allowed the players to release the tension that afflicts them in emotional situations, thus providing them with mental and muscular relaxation.

This is consistent with the studies by Bizio (2015), Wadeh (2010), and Shouya (2009), which found that mental training programs contribute significantly to the development of relaxation skills. Osama Rateb (1995) argues that relaxation skills prepare individuals for pressures arising from internal or external factors, enable them to mobilize their physical, mental, and emotional energy, and allow them to reduce tension. , anxiety and excessive excitement at the appropriate level (Rateb, 1995, p. 271).

V –References

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