

The effect of a counselling program to develop learning motives for some soccer skills for students

Assist. Lecturer Hasan Fadhil Hamzah¹, Assist. Lecturer Mohammed Rashid Najm^{*2}

¹ Al Nahrawan Elementary Mixed School, General Directorate of Education in Babylon, Ministry of Education, Iraq

² General Directorate of Education in Babylon, Ministry of Education, Iraq

*Corresponding author, Email: mohadru61@gmail.com

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Abstract

This paper aims to prepare a counselling program to develop learning motives and increase students' eagerness to raise their self-confidence while entering the football field. The researchers used the descriptive method in the survey method and the experimental method in the two equal group methods. The research community included the students of the first stage of the College of Physical Education and Sports Sciences - Babylon University for the academic year (2020-2021), numbering (110) students. The research sample was divided into the exploratory sample, numbering (10) students, and the sample applying for the extension program, numbering (40) students, which was divided into (20) students from an experimental group and (20) students from a control group. Several conclusions were reached, including a low level of learning motivation among first-year students in the College of Physical Education and Sports Sciences towards the performance of some skills on the football field, and the counselling program had a positive impact in developing learning motivation among first-year students in the College of Physical Education and Sports Sciences, University of Babylon.

Keywords: Develop learning motives, students, Sports Sciences.

1. Introduction

Psychological counselling is one of the applied fields of modern psychology that aims to achieve human happiness and development, and the counselling process is an organized and planned process that aims to help the student to understand himself, know his abilities, develop his skills and solve his problems. For the learning and teaching process, motivation is a prerequisite for achieving educational goals in the various fields of learning, whether in the acquisition of information and knowledge, the cognitive side, the formation of attitudes and values, the emotional side, or in the formation of various skills that are subject to training and practice factors from the kinetic side, and football is one of the important skills and sports activities⁽¹⁾. Which gives the body physical fitness and leads to improving the functions of the heart and the respiratory and circulatory system and has direct effects on the vital organs of all the body. The importance of the research lies in helping students to confront the factors that reduce their motivation through preparing a counselling program based on scientific foundations and in a direction that serves to raise the level of skill performance among students of the College of Physical Education and Sports Sciences.

2. Research problem:

The researchers noted the presence of psychological problems that students face during the football lesson, and among these problems is their lack of learning motivation when performing skills, which is negatively reflected on the level of learning and performance of these skills. From studying and analyzing it until its reality and concept become clear.

To solve this problem, a counseling program has been prepared that helps students develop their learning motivation when learning skills, in order to facilitate the learning and skills training processes, which are an attempt to reach the student to the correct skill performance.

3. Research objective:

- Preparing a counselling program to develop learning motives for students of the College of Physical Education and Sports Sciences, University of Babylon.
- Identifying the impact of the counselling program in developing learning motives for students of the College of Physical Education and Sports Sciences, University of Babylon.
- Identifying the effect of developing learning motives on improving the level of learning some football skills for students of the College of Physical Education and Sports Sciences, University of Babylon.

4. Research methodology and field procedures:

4.1. Research Methodology:

The researchers used the descriptive method in the survey method and the experimental method in the two equal group methods.

4.2. Community and sample research:

The research community included the students of the first stage of the College of Physical Education and Sports Sciences - Babylon University for the academic year (2020-2021), which numbered (110) students. As for the research sample, it was divided into the exploratory sample, numbering (10) students, and the sample of applying the extension program numbering (40) students, which were divided into (20) students of an experimental group and (20) students of a control group.

4.3. Field research procedures:

The researchers carried out several procedures, including the use of the learning motivation scale, and the scale consisted of (36) items (see Appendix No. 1). Some of these paragraphs are positive and others are negative, then the researchers followed the steps of planning guidance programs according to the correct procedures, which are identifying needs, choosing priorities, setting goals, finding programs and activities to achieve the goals, and then choosing some football skills after presenting them to a group of specialists and they have selected two skills (scoring, absorption).

4.4. Procedures for preparing the counselling program:⁽²⁾

The researchers adopted the theory of realistic treatment for the following reasons:-

1. The mentor has an influential role in this method and it can be applied easily.
2. It can be used in group counselling.
3. A cognitive style that depends on the verbal aspect.
4. It can be used with different groups of individuals.

4.5. Steps for planning counselling programs:

One of the methods used in planning the indicative program is the planning system, budget programming, and researchers have followed the following steps in planning the indicative program:

4.6. Determine the needs:

To determine the needs of the research personnel, the researchers relied on a number of data to formulate the counselling sessions, as follows:

- 1- The results of the learning motivation scale, which was applied to the final application sample, numbering (100) students, and then calculating the weighted mean and percentage weight for each paragraph. (3) Denotes that there is a problem.
- 2- Presenting the list of problems to a number of experts and specialists in the field of psychological counselling. (10) needs were identified and agreed upon, as follows:
 - The need to develop learning motives
 - The need for psychological stability
 - The need for how to overcome the barrier of fear
 - The need for self-confidence
 - The need to reduce the psychological frequency
 - The need for self-esteem
 - The need for suspense and excitement
 - The need for a relaxation technique
 - The need for willpower and challenge
 - The need for positive thinking

4.7. Choosing priorities:

The priorities of work in the indicative program were determined in the light of the order of the paragraphs of the learning motivation scale for the students of the College of Physical Education, University of Babylon, in descending order, according to the weighted weight and its percentage weight

4.8. Setting goals:

The main objective of the extension program was determined, which is to develop learning motivation and its impact on the performance of swimming skill.

Creating programs and activities to achieve the goals:

To achieve the goals of the counselling program, the researchers relied on the realistic treatment method. 1- Diagnosis 2- Analysis 3- Extraction 4- Adoption of treatment and counselling method 5- Follow-up.

4.9. Accordingly, the strategies for the realistic treatment method were adopted, as follows:

(4,5)

- Presentation of the topic: The student's knowledge of the topic of the session, its importance and how to apply the realistic steps to learn the behavior: Learning behavior goes through several stages, and the researchers identified these stages in the form of sequential steps.
- A model of behavioral responsibility: The researchers have designed a set of questions and examples that represent specific behavioral situations that have been formulated to correspond to the topic of the session, and they are related to specific sports and life situations.
- Correction (which is the formulation of a question from reality): The researchers prepared a set of specific and realistic questions regarding the students' relationship with each other on the one hand and their relationship with society and public life on the other.
- Efficiency and fun: It is necessary to have an atmosphere of fun and activity because it helps the group members to understand and help themselves and reduce the social distance between them.
- Re-learning: Re-learning is intended to repeat all the experiences learned by the group members in the session by discussing one of the topics related to the topic of the session and using that through what was explained.
- Determining the homework: It is to assign the students to apply what has been learned in the sessions in real life by submitting a report that includes these situations in an easy-to implement manner, with praise for the students who have completed this duty.
- Constructive (conjunctive) calendar: The researchers resorted to conducting this type of evaluation after the completion of each session by asking the students about the usefulness of what was covered in the session to evaluate their opinions.

4.10. Football skill tests:

1- Football scoring test:

- **Purpose of the test:** To measure the accuracy of scoring.
- **Tools used:** football field, number of balls (10), tape to determine the shooting area for the test, tape measure.
- **Description of the test:** (10) footballs are placed in different places on the line and inside the penalty area, and as shown in the figure below, where the player shoots in the areas marked in the test and according to their importance and difficulty and in a sequence one after the other, provided that the test is performed from the running position.
- The test starts from ball No. (1) And ends with Ball No. 10.
- The attempt is not valid in the event that none of the four targets is hit on each side.
- **Registration method:** The number of injuries that enter or touch the four specified targets on each side of the target and on either foot, so that the scores for each of the ten balls are calculated as follows:- (3) Scores when scoring in the field of No. (3), (2) degrees when scoring in the field No. (2) (1) A score when scoring in the field No. (1), (0) zero in the rest of the other target fields as show in the figure (1).
- **Number of attempts:** The player is given only one attempt.

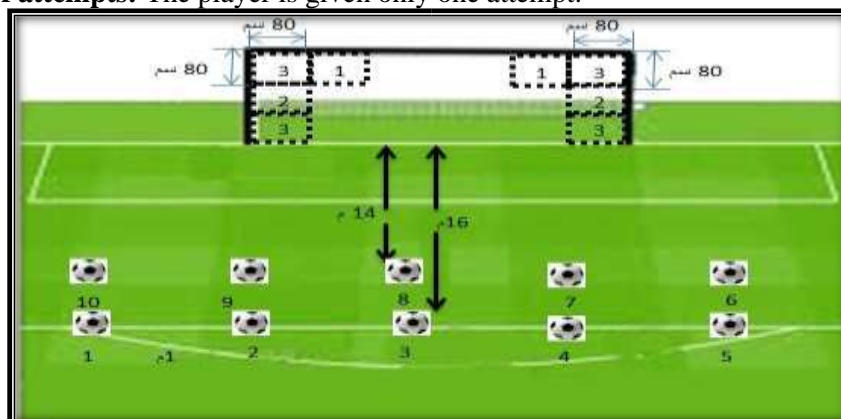


Fig.1 Explains shot soccer scoring

2- Absorption test:

- Name of the test: stopping the movement of the ball (absorption).
- **Purpose of the test:** to measure the accuracy of stopping the ball and regaining control of it with the foot, knee, chest or head
- Tools used: a soccer field, (5) legal balls, a tape measure, paints, a whistle.
- **Description of the test:** The student stands behind the specified test area and the teacher stands with the ball on the line that is 6 m away from the test square for the student. From all parts of the body except the arms, then return to the starting line and start again, and so the students repeat the attempts. And the ball must be stopped within the area specified for the test, provided that one of his feet is inside the test area. If the teacher makes a mistake in throwing the ball, the attempt is repeated and not counted (the throwing of the ball is done by the movement of the hands from the bottom up) and the attempt is not considered valid in the following cases:
 - If the student fails to stop the ball.
 - If any line crosses the area by more than one foot.
 - If he stops the ball illegally in football.

-Registration method:

- 1 mark for each correct attempt and from the second touch
- Two points are given for each correct attempt.
- (10) Are counted for the sum of the five correct attempts.
- **Number of attempts:** Each student is given three attempts.

Pre-tests:

The researchers conducted pre-tests for the research sample, which included the following:

- The results of the final application of the psychological frequency scale were adopted on the sample of (100) students as a pre-test, where the control and experimental groups of students with low learning motivation were identified.
- Applying the pre-test for the skill performance tests of the control and experimental groups, on Sunday (4/4/2021).

Equivalence of the sample:

The researchers worked on conducting the equivalence process to separate the two research groups in the variables that are likely to affect as extraneous variables on the experimental variable, the researchers used the t-test for independent samples to find equivalence, as shows in the Table (1).

Table (1) shows the equivalence of the control and experimental groups in learning motives and some football skills.

Variable s	Control group		Experimental group		T calculated	T Tabular	Ypeig
	ean	standard deviation	ean	standard deviation			
learning motivation	021	,720	11	,700	11720	0720	on sig
soccer scoring	,7	017	7,,	1710	0276,		on sig
Absorption football	0	172,	712	1716	027,0		on sig

Application of the counselling program:

After verifying the validity of the counselling program, the researcher began planning to implement counselling sessions through:

- Determining the place for the implementation of the counselling sessions, where the theoretical halls
- College of Physical Education and Sports Sciences were chosen for their good characteristics (ventilation, lighting) as well as their large size and wide area.
- Determining the time and number of sessions implemented per week, as the session took 45 minutes.
- The researchers set the sessions on two days (Sunday - Tuesday) of each week for a period of (4) weeks

- Post-tests:**
- The researchers applied the dimensional tests to the research sample, which included the following:
 - Distribution of the learning motivation scale to the students of the experimental and control groups.
 - Applying skill performance tests for the control and experimental groups, on Sunday 2/5/2014.

Statistical methods: The search data was processed through the Statistical Package for the Social Sciences (SPSS).

Presentation, analysis and discussion of the results:**Presenting and analyzing the results of learning motives:**

The numbers of the scale are to identify the level of learning motivation among students of the College of Physical Education and Sports Sciences, University of Kufa, the first stage. Results The calculated value of (t) is less than its tabular value of (1.98) at the significance level (0.05) and the degree of freedom (99), which means that there are statistically significant differences between the hypothetical mean of the scale and the sample mean in favor of the hypothetical mean, and this indicates that The presence of a low level of learning motives, and table (2) shows these results. Table (2) shows the results of psychological frequency measurement.

Variables	Sample volume	Mean	standard deviation	hypothetical mean	T calculate	T T	type
						abular	ig
learning motives	122	1700	7.2	12.	172,	1.761	on sig

Presentation and analysis of the results of the effectiveness of the counselling program:

Identifying the impact of the counselling program in developing learning motives among students of the College of Physical Education and Sports Sciences, University of Kufa, the first stage in the football lesson, this goal was achieved by conducting pre and post-tests for the control and experimental groups, as follows:

First: Presentation and analysis of the results of the difference between the pre-and post-test for the control group:

The results showed that the arithmetic mean of the pre-test is (120) with a standard deviation of (7.03), while the arithmetic mean of the post-test is (109.95) with a standard deviation of (4.01). The (T) value of the interconnected samples reached (5.54) which is greater than the tabular (T) value of (2.09) at the degree of freedom (19) and the level of significance (0.05) as show in the Table (3).

Table (3) shows the significant differences in the learning motivation t-test between the pre and post-tests of the control group.

Variables	Sample volume	Pre-test		Post-test		T value		Type sig
		Mean	standard deviation	Mean	standard deviation	calculated	T abular	
learning motivatic	202	102	7.20	12676,	7.21	7.7	0726	ig

Second: Presentation and analysis of the results of the difference between the pre and post-tests of the experimental group:

The results showed that the arithmetic mean of the pre-test is (118) with a standard deviation of (5.22), while the arithmetic mean of the post-test is (92) with a standard deviation of (3.96). The value of (T) was calculated for the interconnected samples, which amounted to (17.74), which is greater than the tabular (T) value of (2.09) at the degree of freedom (19) and the level of significance (0.05), and this indicates the existence of statistically significant differences Between the pre and post-tests and in favor of the post-test as shows in the table (4).

Table (4) shows the significance of the t-test differences for learning motives between the pre and post-tests of the experimental group.

Variables	Sample volume	Pre-test		Post-test		T value		Type sig
		Mean	standard deviation	Mean	standard deviation	calculated	tabular	
learning motivation	20	111	7,00	106	076,	1,7,	0726	sig

Third: Presentation and analysis of the results of the difference between the post-test between the control and experimental groups:

The results showed that the arithmetic mean of the members of the control group is (109.95) with a standard deviation of (4.01), while the arithmetic mean of the members of the experimental group is (92) with a standard deviation of (3.96). Calculate the value of (t) for independent samples where it reached (14,22), which is greater than the tabular (t) value of (2.03) at the degree of freedom (38) and the level of significance (0.05), and this indicates the existence of statistically significant differences between the control and experimental groups and in favor of the experimental group, which Indicates the effectiveness of the counselling program applied to the students of the College of Physical Education and Sports Sciences - University of Kufa, the first stage, in developing learning motivation, as shows in the table (5).

Table (5) shows the significant differences of the t-test between the control and experimental groups for the post-test.

Variables	Sample volume	control group		experimental group		T value		Type sig
		Mean	standard deviation	Mean	standard deviation	calculated	tabular	
learning motivation	20	12676,	7 21	106	07 6,	1.700	07 20	sig

Presentation and analysis of the results of the development of learning motivation in improving performance:

To identify the effect of developing learning motives on the performance of some football skills (scoring, absorption) for students of the College of Physical Education and Sports Sciences at the University of Kufa.

First: - Presenting and analyzing the results of the difference between the pre and posttests in the skills of the control group:

The results showed that the arithmetic mean of the pre-test for the skill of scoring was (2.74) with a standard deviation of (1.38), while the arithmetic mean of the post-test was (2.66) with a standard deviation of (1.13) and for the skill of suppressing football reached the arithmetic mean of (3)) with a standard deviation of (1.07), while the arithmetic mean was for the post-test (4,50) with a standard deviation of (1.19), and to find out the truth of the differences between the arithmetic means for the pre and post-tests, the value of (t) was calculated for the correlated samples, where the value of (t) calculated for the scoring skills was (0.96) and for the scoring skills (4,17).), which is greater than the tabular (t) value of (2,09) at the degree of freedom (19) and the level of significance (0.05), which indicates the existence of significant statistically significant differences between the pre and post-tests in favor of the post-test, as shows in the table (6).

Table (6) shows the significant differences of the (t) test for the performance of some skills of the pre and post-tests for the control group.

Variables	Sample volume	Pre-test		Post-test		T value		Type sig
		Mean	standard deviation	Mean	standard deviation	calculated	tabular	
Scoring	20	2,80	0,89	6,10	0,71	12,86	2,09	sig
Absorption	20	2,00	0,77	7,17	1,23	10,44	2,09	
	2		2,00	7,20	1,60	1,00		sig

Second: Presentation and analysis of the results of the difference between the pre and post-tests of the experimental group:

The results showed that the arithmetic mean of the pre-test of soccer skills scoring was (2,80) with a standard deviation of (0,89), while the arithmetic mean of the post-test was (6,10) with a standard deviation of (0,71) of soccer skills shooting (2,00) with a standard deviation of (0,91), while the arithmetic mean of the post-test was (7,17) with a standard deviation of (1,23). The calculated (t) value of the soccer skill of scoring (12,86) and the skill of putting down in soccer (10,44), which is greater than the tabular (t) value of (2,09) at the degree of freedom (19) and the level of significance (0,05) Which indicates that there are significant statistically significant differences between the pre and post-tests in favor of the post-test as shows in the table (7).

Table (7) shows the significant differences of (t) test for the performance of soccer scoring and absorption skills for the two tests, pre and post-tests of the experimental group.

Variables	Sample volume	Pre-test		Post-test		T value		Type sig
		Mean	standard deviation	Mean	standard deviation	calculated	tabular	
Scoring	20	2,80	0,89	6,10	0,71	12,86	2,09	sig
Absorption	20	2,00	0,77	7,17	1,23	10,44	2,09	
	2		2,00	7,20	1,60	1,00		sig

Third: Presentation and analysis of the results of the difference in the post-test between the control and experimental groups:

To find out the true differences between the arithmetic means of the post-test between the control and experimental groups, the value of (t) was calculated for the independent samples. Where the value of (t) calculated for the skill of scoring in football (5,14) and skill of suppression in football (6,66), which is greater than the value of (t) tabular, which is (2,09) at the degree of freedom (38) and the level of significance (0,05) which indicates that there are significant statistically significant differences between the control and experimental groups in the post-test and in favor of the experimental group, and this indicates the effect of developing learning motives in improving performance, and the table (8) shows that.

Table (8) shows the significant differences of (t) test for the performance of some skills in football in the post-test between the control and experimental groups.

Variables	Sample volume	Pre-test		Post-test		T value		Type sig
		Mean	standard deviation	Mean	standard deviation	calculated	tabular	
Scoring	20	107,5	17,10	112,7	17,1	1,7	0,07	sig
Absorption	20	107,2	17,16	111,7	17,00	1,71	0,07	sig

5. Discuss the results

The results of the research show that most of the first-year students in the College of Physical Education and Sports Sciences suffer from a low level of learning motives when they perform skills in the soccer lesson, and researchers attribute this to several reasons, including:

- The difficulty of the skills that are performed in the football lesson and the danger of performing the skill, which reduces their science motivation
- Fear of injury and being hurt and anxiety about performance makes the player less educated
- Weakness of desire and negative thinking among students towards playing football. - Lack of good psychological preparation for students.

6. Conclusions and recommendations:

6.1. Conclusions:

- There is a low level of learning motives among first-year students in the College of Physical Education and Sports Sciences - University of Kufa towards the performance of some skills in the football lesson.
 - The counselling program has a positive effect in developing learning motives among first-year students in the College of Physical Education and Sports Sciences - University of Kufa
 - The effectiveness of group counselling in developing learning motives among students of the Faculty of Physical Education and Sports Sciences.
 - The development of learning motives had a positive effect on improving the performance of football skills among students
- Recommendations:**
- Taking advantage of the learning motivation scale in measuring the learning motivations of other societies in other sports.
 - The necessity of paying attention to extension programs and their status along with the educational process.
 - Conducting a study dealing with the relationship between learning motives and other psychological variables.

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Appendix (1)
Learning motivation scale

N O.	paragraphs	I totally agree	I agree	hesitant	I do not agree	Strongly Disagree
1	I feel happy when I am in the football lesson.					
2	The subject teacher rarely cares about a starter in a lesson.					
3	I'd rather play with a group of mates than do it solo.					
4	My interest in some skills leads to neglecting everything around me.					
5	I enjoy the new ideas I learn in my soccer lesson.					
6	I have a tendency to leave the football lesson because it is difficult to do.					
7	I like to carry out my responsibilities in the lesson regardless of the results.					
8	I face different study situations with full responsibility.					
9	The subject teacher listens to me when I talk about my problems in the lesson.					
10	It is difficult for me to pay attention to the teacher's explanation and follow it.					
11	I feel that the majority of the lesson given by the teacher is uninteresting.					

1	2	I would love for my					
		colleagues to please me with my football skills.					
1	3	I avoid hard skills that require responsibility.					
1	4	I find it difficult to learn to play some football skills.					
1	5	The subject teacher is interested in knowing my true feelings about the lesson.					
1	6	I feel that some classmates are the cause of my problems.					
1	7	I feel uncomfortable performing skills that require working with classmates.					
1	8	Sometimes I feel indifferent about the performance of skills					
1	9	I feel satisfied when I develop my skills in the lesson.					
2	0	I prefer the subject teacher to give us difficult skills that require physical effort.					
2	1	I would rather focus on lesson skills than anything else.					
2	2	I make sure that I adhere to the behavior that the teacher asks of me					
2	3	I am happy to get moral rewards for the amount of effort spent.					

2 4	I make sure to implement what the subject teacher asks of me in performing the skills					
2 5	I often feel that my contributions to doing new things in the lesson tend to decline.					
2 6	I feel that adhering to the lesson rules creates					
	a boring study atmosphere					
2 9	It is difficult for me to quickly make friends with colleagues in a lesson.					
3 0	I have a strong desire to inquire about the skills in the lesson					
3 1	The subject teacher makes sure that I perform my skills.					
3 2	The teacher doesn't care about the ideas I learn in the soccer lesson					
3 3	I quickly get bored when I do homework for the lesson.					
3 4	Working with classmates enables me to get higher marks.					
3 5	Collaborating with my colleagues in performing the skills will benefit me.					
3 6	I do all my homework as required in the scope of the lesson.					

