Effect of a Psychological Skills Education Program (PSEP) on Free Kicks and Penalty Kicks For High School soccer players

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I .Introduction

Mathematical training science is one of the sciences are concerned with preparing the athlete in a comprehensive manner according to scientific foundations, where indicated (Mayveyev, 167: 1980) the preparation of athletes includes physical and cognitive preparation, skillful preparation, planning preparation, and finally psychological preparation.Players of high athletic levels are close in level and performance, but the decisive factor in this is the psychological factor, which is available to a greater degree among players who have more international participation, and that increases the chances of success and achievement (Vealey & et 1988). Therefore, researchers increased interest in studying psychological skills, as will as coaches, athletes, and sports experts on how to teach and apply those skills and determine the extent of their impact on the player's performance during penalty kicks and free throws that have a major role in winning sports competitions and reaching the highest levels in championships. Moreover, there is evidence that psychological skills are associated with a number of variables such as performance and susceptibility to injury, so they are important dependent variables in programs for improving athletic performance(Mahoney; 1989, Smith, 1995). Also, there is a close relationship between the level of mental abilities and mathematical excellence. Psychological skills in the athletic field help to reach a mental state that can prevent negative thoughts and distract attention interfering with physical performance. If the ability to perform once is available, then this means the ability to achieve this performance successfully in every attempt, but this is not done because the mind interferes and spoils neuromuscular compatibility and negatively affects performance and training in mental skills.(Martin and Weinberg (1981) agree that training in psychological skills such as (muscular and mental relaxation - mental

perception – the focus of attention) should go hand in hand with training in motor skills. Therefore, the success of the soccer player in performing penalty kicks, and free kicks depends on the psychological factor, the calmness of nerves, and mental perception greatly, and focuses on the accuracy of the kick before the execution force. Hence the importance of the current research in identifying the effect of (PSEP) on free kicks and penalty kicks for high school soccer players, and to know the effect the psychological state on skill performance of high school soccer players while performing free kicks, and penalty kicks, which helps us to find out an important aspect of the psychological aspects that support the efforts of coaches and those in charge of the training process to bring players to higher levels of play.

II. Background of Study

The soccer game is characterized by intense psychological pressure, which can affect the player's skill performance and the outcome of the game, and therefore the coaches plan early to develop the psychological skills of players their physical preparation. There addition to has been an enormous increase in performance enhancement techniques to help athletes (Ecnker & Lambiotte, 1987; Gauran, 1986). Athletes and coaches are beginning to realize that psychological performance enhancement techniques are a necessity in athletics. Martin and Weinberg (1987) agree that training in psychological skills such as (muscular and mental relaxation - mental perception - the focus of attention) should go hand in hand with training in motor skills and that neglecting this aspect reduces the chances of winning in sports competitions, especially while performing free kicks, and penalty kicks, when the psychological factor, the calmness of nerves, and mental perception greatly, influences the accuracy of the kick. The importance of the research lies in identifying the psychological skills of high school soccer players, as well as learning about the relationship between psychological skills and skill performance of soccer players during the performance of free-kicks, and penalty kicks, which helps us to find an important aspect of psychological aspects that , this study supports the efforts of coaches to bring players to higher levels. The researcher noted that many coaches are keen to correct performance errors by asking their players for more training, mostly the real problem is not only the result of a lack of physical fitness, but the result of weakness in psychological

skills. Although most coaches stress the importance of the psychological side during the competition they do not allocate sufficient time to improve the psychological capabilities of their players, due the low interest of coaches in the psychological aspect of the players 'personality even when the players themselves, would like more psychological training. The researcher noted most of the players suffer from a lack of interest in the activation of psychological skills and thus affects the skillful performance of the players, so the researcher decided to study this problem and develop appropriate solutions to it by developing the performance of the soccer player in free kicks and penalty kicks .

III. Literature Review.

The review of the literature is divided into two parts. First, (PSEP) which includes, performance muscular and mental relaxation - mental perception – the focus of attention. Second, throughout
the review of the literature, studies with methods of importance to the current study will be highlighted.

Psychological Skills Training Program:

Psychological Skills Educational Program One package that resembles SIT (stress Inoculation Training)and SMT (stress management Training) are the Psychological Skills Educational Program (PSEP). The PSEP was developed by Boutcher and Rotella (1987) and consists of four phases: sports analysis, individual assessment, conceptualization/motivation, and mental skill development In the first phase, sports analysis, the instructor must first learn the appropriate motor skill technique being assessed. Sports analysis is very important because if the instructor does not know all the physiological, psychological, and technical aspects of the sport, he or she might not be able to assess the athlete properly. For example, a researcher might view an athlete as having psychological problems, when in reality the athlete could just be having a minor problem with their motor skill technique. The PESP addressed only skills like free kicks and penalty kicks in soccer games. The second phase, The second phase, individual assessment, uses questionnaires, interviews, and state and trait anxiety tests Athletes are to assess current psychological levels. In the third phase, The third phase, conceptualization, and motivation use the individual assessments to help personalize discussions on how to worry, anxiety, and lack of attentional focusing effects performance during perform the free kicks and penalty

kicks. The fourth phase, s the development of skills in this phase relaxation, mental perception, focus of attention.

progressive muscle relaxation *:*

The technique of progressive muscle relaxation was described by Edmund Jacobson in the 1930s and is based upon his premise that mental calmness is a natural result of physical relaxation progressive muscle relaxation (PMR) is a deep relaxation technique that has been effectively used to control stress and anxiety, relieve insomnia, and reduce symptoms of certain types of chronic pain. Progressive muscle relaxation is based upon the simple practice of tensing or tightening, one muscle group at a time followed by a relaxation phase with the release of the tension. Relaxation techniques can be used throughout treatment competition. maouley and Rotella (1982) outline a plan that uses relaxation prior to the performance, during the performance, and following the performance. Relaxation is a valuable part of many packages and has been shown to improve performance in case studies (Nideffer & Deckner, 1970). researchers have failed to find performance improvements with progressive relaxation alone (Cox, 1990). is unclear Relaxation does reduce anxiety levels; however, it how relaxation affects performance (Onestak, 1992). Weinberg, et al. (1983). using 40 college students, compared the effects of imagery, relaxation, relaxation plus imagery, and placebo control group on free kicks and penalty kicks performance. Results indicated that only the imagery group showed significant improvements in performance. Although relaxation did not lead to direct performance improvement, many researchers state that relaxation is a valuable skill that can enhance imagery (Kendall, et al., 1990, Smith, 1987).

mental perception:

Jennifer Heistand, CBT, HMCT – Mental trainer to athletes using technology that demonstrates how emotions are affecting their accurate decision making. He emphasizes that Reaching the next level of athletic performance depends upon the ability to regulate emotions and manage stress. So, Athletes who combine mental and emotional training with physical training have a competitive advantage and are better equipped to enter into the peak performance zone more consistently. Thoughts and emotions have a profound effect on the heart's rhythm and this rhythm impacts performance. Under pressure, stressful thoughts and emotions

cause the heart's rhythm to become irregular and jagged. This incoherent pattern inhibits brain function and diminishes the visual field, reduces reaction speed, and impairs decision making

the focus of attention:

As William James (1890) wrote, "[Attention] is the taking possession by the mind, in clear and vivid form, of one out of what seem several simultaneously possible objects or trains of thought. Focalization, concentration, of consciousness, is of its essence."(1) Focused attention Attention has also been described as the allocation of limited cognitive processing resources.

***As** for studies with important methods that are related to the current study:*

***1-Effects Of A psychological Skills Training program For Underserved Rugby Union Players. By** Heinrich W. GROBBELAAR Department of Sport Science, Stellenbosch University, Stellenbosch, Rep. of South Africa This study aimed to determine the effects of a psychological skills training (PST) program delivered to underserved club rugby players. Twenty-four (n=24) rugby union players (Age: M=27.02 years) .A quasi-experimental research design was used in which 11participants took part in a six-week PST program, with 13 participants acting as non-attentional controls. The program's effectiveness was further validated by the experimental group's feedback. Recommendations are made for future research, as well as a practical application within existing rugby development programs in South Africa.*

2- Effects of a Psychological Skills Educational Program on free throw shooting for male high school basketball players

Wojtkowski, Rob Edward. San Jose State University, ProQuest Dissertations Publishing, 1993. 1354172.

The purpose of the study was to investigate the effects of the Psychological Skills Educational Program (PSEP) has on free throw shooting for male high school basketball players. Fourteen subjects were used to collect free throw shooting scores by shooting 20 discontinuous and 20 continuous free throws. Subjects were either placed into a PSEP group or attention-control group. During the 18 days of training, subjects in the PSEP group were taught progressive relaxation, imagery, cognitive restructuring, and the use of a pre-performance routine as outlined by Boutcher and Rotella (1987). In contrast, the attention-

control group was given general information on basketball. Post-test free throw shooting data and questionnaires were analyzed. The results of this study indicated that there was no difference between the PSEP group and attention-control group on free throw shooting.

3- Using Psychological Skills Training to Develop Soccer Performance. *Journal of Applied Sport Psychology 18(3):254-270 · September 2006*

The present study examined the effects of soccer, midfielder-specific psychological skills intervention comprising relaxation, imagery, and self-talk on position-specific performance measures. Using a multiple-baseline-across- individuals design, five participants had three performance subcomponents assessed across nine competitive matches. The results of the study indicated the position-specific intervention to enable at least small improvements on the three dependent variables for each participant. Social validation data indicated all participants to perceive the intervention as being successful and appropriate to their needs. The findings provide further evidence to suggest the efficacy of sport and position-specific interventions.

4- Effect of psychological skill training as a psychological intervention for the successful rehabilitation of a professional soccer player: a single case study. *J Exerc Rehabil. 2014 Oct; 10(5): 295–301.*

The purpose of this study is developing and applying for psychological skill training (PST) program as one of the methods of intervention for psychological rehabilitation in order for a successful recovery of the professional soccer player participant (hereby known as K) is 24 yr old, and played as a professional soccer player at J league after college. He is currently on rehabilitation training after an injury, and we tried to see the results of this program. It was designed as a program of 17 sessions including 3 interviews and diagnostic checks (psychological skill questionnaire: PSQ, profiles of mood states: POMS) and 14 sessions of PST (goal setting, anxiety reduction, concentration, confidence). After the application of the program, the levels of anxiety reduction, goal setting, concentration, and confidence were visibly increased, and in POMS, which is an indicator of the physical rehabilitation process of K, vigor was increased.

5- Psychological Skills Development and Maintenance in Professional Soccer Players: *An Experimental Design with Follow Up Measures*

Miçoogullari, Bülent Okan Educational Research, and Reviews, v11 n12 p1138-1148 Jun 2016.

The goal of this research was to investigate the relationship between performance-related psychological skills (team cohesion, confidence, and anxiety) and PWB and the effects of twelve weeks of cognitive-behavioral conceptual framework-based PST program on psychological skills of a professional soccer team. participated in this study 81 male soccer players aged between 16 to 28 years old of Results showed improved psychological skills and PWB after 12 weeks of PST. Follow up measurements indicated that improved psychological skills were preserved up to six months. Finally, psychological skills and PWB were found to be interconnected parameters, with congruence components. Overall, the PST program improved athletes' team cohesion, self-confidence, anxiety, and PWB levels.

6-** The current study: **Effect of a Psychological Skills Education Program (PSEP) on Free Kicks and Penalty Kicks For High School soccer players. By may Al tameemi student Ed in Wesleyan University 2020.

Aim of this Experimental research was to investigate the Effect of a Psychological Skills Education Program (PSEP) on Free Kicks and Penalty Kicks For High School soccer players. During the (12) weeks of training, subjects in the PSEP group were taught (relaxation, mental perception, the focus of attention)., and the use of a pre-performance routine as outlined by Boutcher and Rotella (1987)in order to reach the optimal performance of the soccer player while performing free kicks, and penalty kicks. participated in this study 81 male soccer players aged between 16 to 18 years old of lake highlands high school. The tribal measurements of the research group were performed in all variables as follows: - Psychological skills (relaxation, mental perception, the focus of attention). Measurement of physical variables under investigation. Measuring the level of performance of soccer players (free kicks and penalty kicks) for the individuals in the research sample. The educational program was applied for a period of (12) weeks with three units per week according to the plan of conducting the research. Based on the results reached, the following was concluded: 1-The educational program using the proposed psychological skills is effective in improving athletic performance (free kicks, penalty kicks).) For soccer players. 2-The

educational program using psychological skills is effective in developing the most important psychological skills (relaxation, mental perception, the focus of attention) for soccer players. By reviewing the literature, we note that the similarities between previous studies and the current study are in the use of the independent variable (PSEP) and (PSTP)in all studies. As for the differences between the current study and the aforementioned studies, they are in the type of research, type of category and its number, and the type of skills used in order to raise the level of performance of football players.

***IV. Purpose and Research Questions**.*

The purpose of this experimental research was to investigate the Effect of a Psychological Skills Education Program (PSEP) on Free Kicks and Penalty Kicks For High School soccer players by teaching skills(muscular and mental relaxation - mental perception - the focus of attention). In order to reach the optimal performance of the soccer player while performing free kicks, and penalty kicks, And through that, we raise the following questions:

1-Does the educational program using the proposed psychological skills is effective in improving athletic performance of soccer players (free kicks, penalty kicks)?

2-Does educational program using psychological skills effective in developing the psychological skills (relaxation, mental perception, the focus of attention) for soccer players?

V- Research Design:

*The design of this study is an experimental pre-test/post-test design. The information yielded by this design is pre-treatment information, post-treatment information testing on both free kicks and penalty kicks. The performance was collected on the pre-test (day 1), and the post-test (day 84). The treatment was completed during days 2 to 84**.** Subjects were assigned to either the PSEP of experimental group (participants in PSEP) or control group (not participants in PSEP). A one way ANOVA was used on pre-test kicks scores.*

***VI-Description of Sample**:*

The sample consisted of 100 soccer players from Lake Highland High School students. The adjusted total number of soccer players participants was 81 (age between16-18 years). There were 40 participants in the Experimental Group (participant in PESP) and 41

participants in Control Group (No participant in PSEP). The minimum age in Experimental Group was 16 and Control Group was 17 years of age. The maximum age for both groups was 18 years of age. The mean age for Experimental Group was 19.60 (SD- 1.41) and the mean Control Group was 20.59 (SD-1.79).

Table 1:

		Groups	
		Experimental group (Use PSEP)	***Control group (No PSEP)***
Valid N		***N=40***	***N=41***
Age.	***Maximum***	***16***	***17***
	Minimum	***18***	***18***
	Mean	***19.60***	***20.59***
	Std Deviation	***1.41***	***7.79***

VII- Description of Data and Data collection/procedures:

Performance testing was collected by having each subject kick, 30 free kicks, and 30 penalty kicks. Weinberg, et al. (1983) in their pilot study work found that there was a significant positive correlation between kicks 20 and 50 kicks (r.90). Thus, kicks 20 or 50 kicks during testing gives similar results.. The procedures of the study are categorized for each day of the treatment. The treatment lasted 12 weeks with the subjects meeting three times a week. Each session lasted approximately 15-20 minutes. Both the experiment group and the control group followed the same procedures, the routine in training pre-test for days 1, 2, and 84 With the addition of psychological skills Education program to the experimental group only after completing the training routine in each specific day of training. Day 1 was placed in two groups: the pre-test group and the written test group.In the test, the experimental group took 30 free kicks from distance more than 12 yards from both sides of the stadium to the net, with a number of total kicks scored. Next, experimental groups took 30 penalty kicks from distance 12 yards in front of the net to the net. with a number of total kicks scored, and made videos and recorded of all the kicks. Day 2 Subjects viewed a tape on proper free kicks and penalty kicks(video made by the researcher), each subject and the members of their treatment group viewed their own kicks. Mechanical errors in technique were explained to each subject with an

individualized written list of errors to provide each subject guidance in correcting the kicks errors (Appendix A). Also, assignments and the use of logbooks were discussed after viewing the video. The researcher stressed the importance of taking responsibility for each subject's own growth as a soccer player. Subjects were told they need to be honest in their recording of homework. It was stressed that the chances of improving as a soccer player will be increased if they did their homework Furthermore, logbook checks were conducted, and subjects were asked to bring their books to practice. Day 3, conceptualization, uses the individual assessments to help personalize discussions on worry, and lack of attention, which negatively affects performance and focus on developing attention by exercising and correcting mistakes, and that is done by breathing exercises that increase attention and focus, and then give the grope relaxation exercises (massage, sauna, yoga).Day 4 through 84 are listed in (AppendixB) with training on free kicks and penalty kicks to improve the soccer players' performance.

VIII- Analysis:

A one way ANOVA was used to determine differences between two types of kicks, free kicks, and penalty kicks.A two way ANOVA With repeated measure on the last factor was used to analyze the post-test measures soccer. The two independent factors consisted of treatment group (used PSEP), and control group, and type of kicks , free kicks and penalty Kicks.

IX- Assumption:

1- The control group did not use the PSEP or learn about the PSEP from the treatment group. In.order to limit the amount of communication of training material between the experimental and control group the researcher de-emphasized any importance of information that one group is attaining in comparison to the other group.

2- Free kicks and penalty kicks during testing represented actual game and practice performance.

3-The PSEP was presented as Boutcher and Rotella (1987) meant it to be presented.

X-Descriptive Statistics:

As shown in the table below, the descriptive statistics were computed with SPSS. Eighty-one participants were divided evenly into two groups, 40

control group (n=81) and , 41 Experimental group ,and the mean and standard deviation were calculated for each group.

Table 2:

Descriptive statistics			
Dependent variable	PSEP		
	Mean	Std.Deviation	N
Control group (Not use PSEP)	20.59	1.79	41
Experimental group (Use PSEP)	19.60	1.41	40
Total			81

As shown in table 3 this study found a skewness value of .296 and kurtosis value of -.416 indicating a slightly positive skew and a slightly platykurtic distribution.

Table 3

Descriptive statistics								
	N	**Mean**	**Std Deviation**	**Variance**	**Skewness**		**Kurtosis**	
	Statistics	**Statistics**	**Statistics**	**Statistics**	**Statistics**	**Std Error**	**Statistics**	**Std Error**
ControlGroup (use PSEP)	**41**	**3.93**	**1.823**	**3.731**	**-.287**	**-.473**	**-.416**	**.917**
Experimental Group (use PSEP)	**40**	**2.00**	**.834**	**.695**	**.001**	**.473**	**-.558**	**.917**
N	**81**							

XI- Inferential Statistics:

The ANOVA (analysis of variance) yielded a significance value of (insert F, df info here) .001 which is less than the .05 score, showing statistical significance; therefore, there was a significant statistical difference in the effect that PSEP has on the Experimental group.

XII-Effect Sizes:

Effect Sizes measures the magnitude of the proposed effect, in this case of the Psychological skills education program on the experimental group (use PSEP) . Using eta squared, the effect size was found to be .72or simply 72% of the variance in the best free kicks, and penalty kicks performance, can be explained by the focus on developing attention, exercising, correcting mistakes, breathing exercises that increase attention and focus, and by relaxation exercises (massage, sauna, yoga), which it is mean (PSEP).

XIII-Discussion and conclusion:

The results indicate that for the the soccer players in this study, there was difference between the Experimental group (use PSEP) and control groups (not use PSEP)Thus, athletes similar to the subjects in this study need elaborate psychological plans for free kicks and penalty kicks performance as created by the PSEP, Because of the importance of these kicks in determining the fate of the soccer team (winning, or losing) in sports championships.with attention and general soccer knowledge ، and that helps improve players performance. The current study found that there was a statistically significant difference between the mean score of Experimental group in theirs free kicks and penalty kicks in compared withe the score of control group in their free kicks and penalty kicks .One way ANOVA was used to determine differences between to type of kicks (free kicks and penalty kicks).The table below shows the the differences between the two groups and the values for statistical significance:

Table3:

Descriptive statistics performance (free kicks – penalty kicks)with Effectiveness (PSEP)				
Dependent variable		*PSEP*		
		Mean score	*Std Deviation*	*N*
Control group	*Free kicks*	*6.00*	*2.582*	*41*

(not use. PSEP)	***Penalty kicks***	***3.856***	***2.030***	
Experimental Group (use PSEp)	***Free kicks***	***2.252***	***2.815***	***40***
	Penalty kicks	***2.000***	***3.163***	

Thus, analysis of post-test result indicated that the type of kicks was of statistical significance, F(1,13) =17.09, MS =54.32, p< .05, with the score of free kicks (M- 14.929, SD = 2.495) showing greater success than the score of penalty kicks M=(12.143, SD=2.878), by using PSEP In conclusion statistical results from this study indicate that in post-test on the free kicks ,and penalty kicks there is difference between Experimental group (use PSEP)and control groups (not use PSEP) showed that the PSEP had helped him accomplish this perfect score. All the methods teach for the players were good to developed the free kicks , and penalty kicks, so 30 free kicks in each type of kicks have been enough attempts to find differences between groups even if differences existed. and by repeating kicks, the player can recognize strengths, and get rid of weaknesses. Especially since the trial time was 12 weeks, which gave the players a great opportunity to have enough time to develop their athletic performance the practiced used the PSEP techniques in the package to the extent that is needed so, they show positive results in this study.

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(Appendix A)

1-It is intended to control the ball while running. Dribbling skill helps to keep the ball under .2-your team's possession, you must touch the ball strongly while running so that it rushes in front of you, and at the same time to touch it lightly so that it remains under your obsession .and away from the opposing team's defenders You can push the ball forward using the inside of the shoe, on top of the toe (and the foot • 3pointed down toward the ground) or by using the outside of the shoe The best way to do dribbling is within the shoe, but in different situations you will need to • 4 use different areas of the shoe .Learn to push the ball forward at different speeds • 5 While running next to the touchline as you pass by the defenders, your darting ball will •6 differ completely from the situations in which a man-to-man encounter with the last line of .defense is in the half of the opposing team's field .A slow rush is done by bringing the ball close to you •7 This way the defender is forced to take steps towards you in order to get the ball •8 Rapid burst, is by touching the ball strongly, and then chased running •9 And usually after you beat the opponent and passed the ball from him, you have a large •10 area that you want to cut as quickly as possible The ball player takes advantage of this fast rush because the running speed without a ball •11 is greater than the speed of

the jerry and ball between your feet

(Appendix B)

1. In a quiet room and in a comfortable chair, assume a restful position and a quiet, passive attitude. Take four deep breathes. Make each one deeper than the one before: Hold the first inhalation for 4 seconds, the second one for 5 seconds, the third one for 6 seconds, the fourth one for 7 seconds. Pull the tension from all parts of your body into your lungs and exhale it with each expiration. Feel more relaxed with each breath. 2. Count backward from 10 to 0. Breath naturally, and with each exhalation count one number and feel more and more relaxed as you approach 0. With each count you descend a relaxation stairway and become more deeply relaxed until you are totally relaxed at 0. 3. Now go to ... (a relaxing scene from the past that you create in your mind) . . .stay there for four minutes. Try to vividly, but passively, recall the feelings of that place and time that were very relaxing. 4. Bring your attention back to yourself. Count from 0 to 10. Energize your body. Feel the energy, vitality, and health flow through your system. Feel alert and eager to resume your activities. Open your eyes. *(Girdano S< Everly, 1986)*