

PSYCHOLOGICAL STRESS AND ITS RELATIONSHIP TO PSYCHOLOGICAL RESOLUTE AMONG YOUTH PLAYERS AGED 14-16 IN PENALTY KICK EXECUTION IN SOCCER

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ABSTRACT

The research comprised four chapters. The research objectives were focused on adapting psychological stress scales for youth players aged 14-16 in penalty kick execution. Constructing and applying a psychological resolute scale for youth players aged 14-16 in penalty kick execution. Identifying the levels of psychological stress and psychological resolute among youth players aged 14-16 in penalty kick execution. Exploring the relationship between psychological stress and psychological resolute for youth players aged 14-16 in penalty kick execution before and after implementing the counseling program. In the third chapter, the researchers employed descriptive methodology using survey, correlation, and standard studies, along with a quasi-experimental method that aligned with the current study's nature. The research population consisted of (621) youth players from first-class and premier soccer clubs in Baghdad for the sports season (2022-2023). The researchers divided the samples into a construction sample, an application sample, and exploratory trial samples for the purpose of constructing psychological stress and resolute scales. The researchers discussed and analyzed the results, while the fourth chapter was dedicated to conclusions and recommendations. The findings were as follows: Based on the research results, the researchers concluded that the psychological counseling program developed by them for penalty kick execution had a positive and effective role in reducing psychological stress and enhancing psychological resolute among the research sample. The constructed scales by the researchers proved their validity in measuring psychological stress and resolute in penalty kick execution for the research sample. The research sample's level was mainly in the moderate range for psychological stress and resolute in penalty kick execution. The results demonstrated a significant inverse correlation between psychological stress and psychological resolute in penalty kick execution. As for recommendations, it was suggested to adopt the psychological counseling guide developed by the researchers before and during training programs for youth players, aiming to decrease psychological stress and enhance psychological resolute, especially in penalty kick execution. Additionally, it was recommended to utilize the scales of this study as tools for measuring psychological stress and enhancing psychological resolute during penalty kick execution for youth players.

Keywords: Psychological stress, psychological resolute, penalty kick, soccer.

1. RESEARCH DEFINITION

1.1 Introduction and Research Importance:

The significance of sports practice is directed towards achieving results and attaining desired outcomes. Physical education science focuses on physical exercise to achieve specific results in bodily movement. The aim is to empower individuals in acquiring and effectively performing desired movements. For coaches, the goal is to achieve the highest possible results within a specific timeframe, particularly within the context of national elite teams, through specialized physical preparation. In the field of physical education and sports, the incorporation of theories from psychology and education assists teachers in comprehending issues and scenarios emerging within the scientific field. For instance, factors contributing to failure in physical education and sports can be better understood through psychological and educational theories. However, for coaches, focusing solely on the physical aspect has revealed certain limitations and constraints on its impact. Nowadays, in elite sports, competitions, and teams, there is a mix of athletes with varying capabilities, physical preparations, and equally significant moral and psychological aspects. This has led sports researchers to delve into the realm of sports psychology and behavioral analysis, which emphasize psychological, social, and interactive factors in an individual's personality and their relation to sports practice. The achieved outcomes in tactical and technical fields are subject to the influence of personal behavior.

The interest in the game of soccer continues to grow day by day in both developed and developing countries alike. Given this context, the present study underscores its significance as psychological stress becomes a variable impacting players' performance, making it imperative to identify and address this stress using optimal methods and strategies. This involves establishing a relationship between psychological stress and psychological resolute, particularly in the execution of penalty kicks in soccer. Moreover, the importance of this study is accentuated by its qualitative and contemporary nature within the domain of sports psychology, delving into psychological concepts and correlational relationships between psychological stress and psychological resolute in the execution of penalty kicks in soccer. Additionally, the study is significant for its scientific basis, as it leverages modern research concepts to mitigate errors, handle stress, and enhance psychological resolute in penalty kick execution.

1.2 Research Problem:

Soccer is a team sport that requires psychological attributes and collective interaction among players, fostering a sense of teamwork. Conversely, soccer players often experience various forms of psychological stress, especially during penalty kick execution. Thus, studying the psychological stress faced by soccer players while executing penalty kicks is of paramount importance to understand the psychological state they undergo in such situations.

Psychological stress is one of the most common psychological disorders, alongside others like anxiety and somatic concerns. Symptoms of psychological stress become evident through a lack of psychological resolute. Such symptoms manifest when a player encounters challenges in executing a penalty kick, which undoubtedly represents distressing events. Players need time to accept and adapt to their immediate psychological state in response to this event. The duration required for this psychological resolute varies among players based on their

personality traits and past life experiences, which can contribute to their maturity, coping abilities, and the potential for rapid breakdown. Generally, psychological resolute disorders do not extend beyond a few months before normal functioning is restored, and life returns to its usual state. If the duration surpasses this threshold, reevaluation and diagnosis by a sports psychology specialist are recommended.

1.3 Research Objectives:

- 1 .To adapt psychological stress scales for youth players aged 14-16 in penalty kick execution.
- 2 .To construct and implement a psychological resolute scale for youth players aged 14-16 in penalty kick execution.
- 3 .To identify the levels of psychological stress and psychological resolute among youth players aged 14-16 in penalty kick execution.
- 4 .To develop a psychological counseling program guide containing instructions and guidance for coaches to enhance penalty kick execution.
5. To explore the relationship between psychological stress and psychological resolute among youth players aged 14-16 in penalty kick execution, both before and after implementing the psychological counseling program.

1.4 Research Hypotheses:

- 1 .There is a inverse relationship between psychological stress and psychological resolute among youth players aged 14-16 in penalty kick execution.
- 2 .There is an inverse relationship between psychological resolute and penalty kick execution among youth players aged 14-16.
- 3 .There is an inverse relationship between psychological resolute as a life skill and improved performance among youth players aged 14-16 in penalty kick execution.

1.5 Research Scope:

1.5.1 Human Scope: The sample comprises players who perform penalty kicks in first-class and premier soccer clubs in Baghdad for the sports season 2022-2023.

1.5.2 Time Scope: The research spans from October 20, 2022, to August 25, 2023. The experimental period for the research is from February 1, 2023, to June 30, 2023.

1.5.3 Spatial Scope: The research takes place within the sports fields of first-class and premier soccer clubs participating in the youth age group leagues in Baghdad.

2. RESEARCH METHODOLOGY AND FIELD PROCEDURES:

2.1 Research Method:

Selecting an appropriate methodology to solve a problem or achieve a goal is one of the most crucial steps that determine the success of research. Methodology is the approach an individual follows to reach a specific goal¹. Based on this, the researchers utilized a descriptive methodology using survey, correlation, and standard studies. Survey studies involve the collection of information that can later be analyzed, interpreted, and conclusions drawn from

¹ Ismail Abed Zaid and others: Basic Topics in Scientific Research Methods, Dar Dijlah Printing, Amman, Jordan, 2017, p. 77.

it². Standard studies are suitable for constructing and standardizing measurement scales³. Additionally, the researchers employed the correlation method to uncover relationships between variables, expressing these relationships numerically⁴. This methodology aligns with the nature of the current study and involved a quasi-experimental approach.

2.2 Research Population and Samples:

The research population consisted of (621) players from first-class and premier soccer clubs in the youth category aged 14-16, registered within the records of the Iraqi Soccer Association for the sports season 2022-2023. The research sample is a critical step in the research process since it should accurately represent the original population and correspond to the problem and required information, enabling the generalization of results⁵. As a sample represents "a part of all or some of all," ⁶the research sample was divided according to provinces and soccer clubs as outlined in Table (1).

Table 1 Shows community members, research samples and percentage of first division and soccer clubs.

S	Club	Junior Soccer League Clubs (First and Premier Clubs)					
		Total N	Open Questionnaire Sample	Sample exploratory experiment	Sample construction	Sample Application	Percentage
1	Shurta	28	10	-	-		35%
2	Al-Muroor	26		10			37%
3	Qua Jawiya	32			7	7	34%
4	Zawraa	31			6	7	35%
5	Sinat Kahrabiya	28			6	7	39%
6	Etisalat	27			6	7	40%
7	Al-Hussein	28			6	7	39%

² Haidar Abdul Razzaq Kazim, *Fundamentals of Writing Scientific Research in Physical Education and Sports Sciences*, Dar Al-Ghadeer for Publishing and Printing Ltd., Basra, Iraq, 2015, p. 134.

³ Hassan Hadi Attia *Scientific Research in the Sports Field*, Dar Al-Kawthar Printing, Baghdad, Iraq, 2023, p. 112.

⁴ Mahjoub Ibrahim Yassin: *Tests and Measurements in the Field of Physical Education and Sports Sciences*, Dar Al-Dr. Group, Baghdad, Iraq, 2015, p. 59.

⁵ Ismail Abed Zeid, Naseer Mezher: *General Principles in Scientific Research Methods*, Dar Al-Atak Printing, Beirut, Lebanon, 2018, p. 75.

⁶ Marwan Abdul Majeed Ibrahim: *Methods and Methods of Scientific Research in Physical Education and Sports*, Amman, Dar Al-Alamia for Publishing and Distribution, 2002, p. 65.

8	Kahraba	29			6	7	37%
9	Amanat Baghdad	28			6	7	39%
10	Al-Hussein	27			6	7	40%
11	Sulaikh	28			6	7	39%
12	Masafi	29			6	7	37%
13	Talaba	30			6	7	36%
14	Karkh	29			6	7	37%
15	Hidood	30			6	7	36%
16	Nift	28			6	7	39%
16	Nift Al-Wasat	29			6	7	37%
18	Jawlan	27			6	7	40%
19	Difa Madani	27			6	7	40%
20	Sinaa	29			6	8	48%
21	Shula	23			6	8	60%
22	Sikak	28			6	8	50%
	Total	621			127	150	

2.3 Tools, Methods, and Devices Used in the Research:

To achieve the research objectives, the researchers utilized the following tools, methods, and devices:

- Arabic and foreign scientific sources and references.
- Scientific observation.
- Questionnaire.
- Electronic information network.
- Electronic calculator (Pentium/4 type).
- Personal interviews.

2.4 Field Research Procedures

2.4.1 Procedures for Preparing the Psychological Stress Scale:

The researchers adopted the Psychological Stress Scale developed by researcher Rawiyah Abdul-Sabah Atwuf⁷. This scale is built on a sample of soccer players and consists of (64) items. Each item presents four responses, representing specific situations. Each response is accompanied by four answer alternatives, namely "Always Applicable," "Frequently

⁷ Riwaya Abdul Sabah Atouf: Building a Measure of Psychological Stress among Players of Premier Class Handball Clubs in Iraq, Master's Thesis, University of Baghdad, College of Physical Education for Girls, 2004, p. 283.

Applicable," "Slightly Applicable," and "Never Applicable." The positive weights are (4-3-2-1) in sequence, while the negative weights are (1-2-3-4).

The scale items are distributed across six domains, with (12) items for the training load domain, (12) for the audience domain, (10) for the match nature domain, (10) for the coach and technical staff domain, (10) for the players domain, and (10) for the self-blame domain. Due to the scale being designed for advanced soccer players, the researchers conducted adaptations to certain scale items to align with the sample's characteristics, environment, and the activity being studied. Specifically, the scale was adapted for players in the youth category of first-class and premier clubs in Baghdad and was formulated to be linguistically connected to penalty kick execution.

2.4.1.1 Validity Determination of the Psychological Stress Scale Items:

To assess the validity of the Psychological Stress Scale items, the modified scale was presented to a group of experts and specialists, as detailed in Appendix (1). The experts' responses underwent statistical analysis using the Chi-square (χ^2) test to determine the significance of differences between the opinions of experts and specialists, at a degree of freedom of (1) and a significance level of (0.05). After statistically analyzing the opinions of experts and specialists, (19) items were excluded due to their lack of statistical significance. Additionally, (7) items were rephrased: items (12, 3, 1, 15, 20, 23, 54) were rephrased, while item (45) remained unchanged.

2.4.1.2 First Exploratory Experiment for the Psychological Stress Scale:

The purpose of this experiment was to assess the clarity of the instructions and items of the preliminary version of the Psychological Stress Scale. It aimed to ascertain the formulation's accuracy and clarity for the participants and identify the optimal and appropriate approach for conducting the main experiment. The experiment also aimed to understand the clarity of answer instructions among the research sample and the time taken to complete the Psychological Stress Scale.

The scale was applied to a sample of (10) players from the Police Club on February 15, 2023. The experiment showed that the instructions and scale items were clear and comprehensible to the participants. The average time taken to complete the scale was (20) minutes, calculated according to the following equation:

$$\text{Hypothetical mean (test time)} = \frac{\text{Fastest theoretical ans} + \text{slowest theoretical ans}}{2}$$

2.4.1.3 Determining the Standard Levels of the Psychological Stress Scale:

The standard levels for the Psychological Stress Scale were determined based on the true range of each scale. Since the Psychological Stress Scale consists of (30) items with four response alternatives, the highest score a player can achieve is (120) points, while the lowest score is (30) points.

Therefore, when the highest value is subtracted from the lowest value and divided by the number of levels, the interval length is calculated. Using this approach, three levels were established for both scales, as illustrated in Table (2).

Table (2) Shows the range and level labels of the stress scale.

Range	Levels	Verified number	Percentage
59-30	Low level	40	27.21%
89-60	Intermediate Level	63	42.85%
120-90	High Level	47	30%

2.4.2 Building the Resolute Scale Procedures

2.4.2.1 Setting the Goal of the Resolute Scale

The aim of constructing the scale is to assess the level of psychological resolute among players in the Iraqi First Division Soccer League (clubs from Baghdad First Division and Premier League).

2.4.2.2 Identifying the Domains of the Resolute Scale

To divide the scale into its primary elements, each representing a specific domain, and considering the definition of psychological resolute, and after reviewing relevant literature, psychological resolute was based on the theory of "Positive Integration of the Self" by Mustafa Hegazi (2012) in the book "Unlocking Life Energies: Readings in Positive Psychology" ⁸

The researchers identified seven preliminary domains for the scale, which are: Perseverance, Commitment, Self-Reliance, Resolute, Patience, Control, and Challenge. A response questionnaire (Appendix 3) was developed. The questionnaire is a tool used to collect data related to a specific research topic⁹, filled out by respondents. The purpose of this questionnaire was to determine the validity of the domains. These domains were presented to experts and specialists in sports psychology (Appendix 4). After collecting the data, the researchers used the Chi-Square test (χ^2) to calculate the significance of differences between experts who agreed and those who disagreed on the scale's domains. The calculated χ^2 values for the five domains were greater than the tabulated χ^2 value of 3.84 at 1 degree of freedom and a significance level of 0.05. This indicates the validity of five domains for the psychological resolute scale: Athletic Empowerment (possessing effectiveness), Social Empowerment (participation and belonging), Personal Empowerment (individual strength), Technical Empowerment (control and mastery), and Cognitive Empowerment (dealing with important situations). Two domains, Psychological Commitment and Psychological Toughness, were excluded due to their lack of validity.

2.4.2.3 Developing the Initial Form of the Psychological Resolute Scale:

2.4.2.3.1 Developing Scale Items for Psychological Resolute

To create appropriate scale items that reflect the theoretical definition of psychological resolute and its domains (Mustafa Hajazi, 2012), the researchers reviewed previous scales, relevant studies, and an open-ended questionnaire as follows:

Firstly, related scales and studies:

⁸ Mustafa Hijazi 'Unleashing the Energies of Life: Readings in Positive Psychology, Al-Tanweer for Printing and Publishing, Cairo, 2012, p. 89.

⁹ Muwaffaq Al-Hamdani and others, Scientific Research Methods: Fundamentals of Scientific Research, Amman University for Graduate Studies, Amman, Jordan, 2006, p. 152.

- 1 .Human Psychological Resolute Scale (Maysoun Obeid et al.)¹⁰
- 2 .Psychological Resolute Scale (Zeinab Mohamed and Badia Kamal)¹¹
- 3 .Academic Psychological Resolute Scale (Ashraf Ahmed Atiya)¹²
- 4 .Psychological Resolute Scale (Abdulaziz Musa)¹³

Secondly, the open-ended questionnaire:

The purpose of this open-ended questionnaire is to gather as many valid statements as possible that can be utilized in constructing the scale. For this reason, a questionnaire (Appendix 5) was prepared, containing definitions for each domain of the scale along with an example statement representing each domain. The open-ended questionnaire asked the sample to provide statements based on the given examples, aiming to collect a substantial number of psychological resolute statements that reflect each domain. The researchers followed this method as a scientifically valid starting point for scale development, especially in specific cases, using this approach as an initial step towards forming the closed-ended instrument¹⁴

Thirdly, the personal expertise of the researcher and the supervisor:

Based on the researcher's personal expertise and the supervisor's guidance, theoretical studies in the field were relied upon to formulate some statements for each domain that align with the theoretical definition of psychological resolute in the context of penalty kick execution. This approach considered the five domain definitions and utilized Mustafa Hajazi's interpretation of psychological sensation (2-4-2-3-1) in line with the theoretical framework.

2.4.2.3.2 Formulating the Items and Principles of the Psychological Resolute Scale:

The researchers adopted the (Likert) method in formulating alternative scale items. This method is like the Multiple-Choice style, a commonly used technique in educational and psychological measurement research. Respondents are presented with a situation and asked to choose their response by selecting an alternative among several options, each with varying weights¹⁵.

2.4.2.3.3 Formulating Scale Items and Answer Alternatives:

After formulating the psychological resolute scale items for each domain in their initial form (Appendix 5), with a total of 84 items, measuring the five domains through positive and negative statements, three response alternatives were provided: "Always," "Sometimes," and "Never." Weightings of 3-2-1 were assigned to the positive statements, and vice versa for the negative statements.

¹⁰ Maysoun Obaid and others: The human competence of medical staff considering the Covid-19 pandemic, published research, Al-Qadisiya Journal of Human Sciences, Volume 24, Issue 3, Year 2021.

¹¹ Zainab Mohammed and Badria Kamal 'Psychological resilience and its relationship to motivation for achievement among a sample of international graduate students, published research, Journal of the Faculty of Education, Mansoura University, Egypt, 2019.

¹² Ashraf Ahmed Attia: Academic steadfastness and its relationship to self-esteem among a sample of open education students, psychological studies, vol. 21, p. 4, 2011, p. 571.

¹³ Psychological resilience scale for adolescents 'Translated by Abdulaziz Musa Muhammad Thabet, Faculty of Public Health, Al-Quds University, Palestine, 2004.

¹⁴ Ahmed Abdul Latif Abu Saad, Manual of Psychological and Educational Standards and Tests, Dar Al-Manhal, Amman, Jordan, 2011, p. 85.

¹⁵ Ahmed Mohamed Abdel Khaleq, Personality Psychology, Anglo-Egyptian Library, Cairo, Egypt, 2016, p. 489.

2.4.2.3.4 Validating Scale Items and Answer Alternatives:

The concept of item validity refers to the specific indications derived from scale scores, considering their appropriateness, meaning, and usefulness. This helps achieve the scale's accuracy, which involves gathering evidence supporting such indications. After formulating the scale items for each domain, they were presented to experts and specialists in educational psychology and sports psychology (Appendix 1) to assess their validity, determine the positive and negative statements, identify if modifications were needed, or if some statements should be moved to other domains. After statistically analyzing the opinions of the experts, 23 items were excluded due to their lack of statistical significance, while 61 items were retained.

2.4.2.4 Second Pilot Test of the Psychological Resolute Scale:

The researchers conducted a pilot test to ensure the clarity of the scale's instructions and items, their accuracy, the appropriateness of the answer alternatives, participants' comprehension of the scale, and to identify any prior confusion, errors, or uncertainties before the main experiment. This was done to understand the optimal and appropriate method for executing the main experiment, the clarity of answer instructions among the research sample, and the time taken to complete the psychological resolute scale. The scale was administered to a sample of 10 players from the police club on February 20, 2023. The pilot test indicated that the scale's instructions and items were clear and understood by the sample. The average time taken to complete the scale was 20 minutes, as calculated by the following equation:

$$\text{Hypothetical mean (test time)} = \frac{\text{Fastest theoretical ans} + \text{slowest theoretical ans}}{2}$$

2.4.2.5 Applying the Psychological Resolute Scale on the Development Sample:

The scale was administered to extract the discriminatory power of its items, identify distinctive and non-distinctive items, using the methods of paired groups and internal consistency. The validity and reliability indices were also calculated. The scale was administered to a development sample of 127 players. The main experiment took place from March 1, 2023, to March 4, 2023.

2.4.2.6 Determining Levels of the Psychological Resolute Scale:

The researchers determined the scale's levels for the standardization sample of 147 players. The levels were established based on the actual range of the scale. With 27 items and three response alternatives, the highest possible score was 81, and the lowest was 27. The range was divided by the number of levels to determine the category length, resulting in three levels.

2.4.3 Application of the Scales:

The Psychological Stress Scale was administered from March 18, 2023, to March 25, 2023. The Psychological Resolute Scales were administered from March 23, 2023, to March 30, 2023.

Subsequently, the researchers developed an instructional guide consisting of eight psychological counseling sessions tailored to players during penalty kick execution. Each session lasted for 15-20 minutes, held twice a week, totaling eight weeks (Appendix 8), with the assistance of the research team.

After providing instructions and guidance to the teams' coaches, the researchers continued to provide guidance for two months, consisting of 8 weeks and 16 training sessions. Afterward, the

Psychological Stress Scale was re-administered from June 2, 2023, to June 7, 2023, and the Psychological Resolute Scales were re-administered from June 3, 2023, to June 8, 2023.

2.5 Statistical Methods:

The researchers utilized the Statistical Package for the Social Sciences (SPSS) version 20 for statistical analysis.

3 .PRESENTATION, ANALYSIS, AND DISCUSSION OF RESULTS

After following the steps of constructing and standardizing the Psychological Stress and Psychological Resolute Scales for young soccer players and confirming the research objectives, it was necessary to pursue the third objective, which involves identifying the research variables among young soccer players to contribute to addressing the research problem. It was essential to present the data of both psychological stress and psychological resolute levels among young soccer players. Subsequently, these data would be analyzed and discussed to highlight their strengths and weaknesses among the players and explore the strength of the correlation between these variables, as follows:

3.1 Presentation, Analysis, and Discussion of Pre-Intervention Research Variables:

In this section, the study would present, analyze, and discuss the data related to the levels of psychological stress and psychological resolute among young soccer players before applying the guidance and instructions provided to the coaches.

Table (4) Shows the arithmetic means, standard deviations and torsion coefficient values of the variables studied in the research sample.

Variables	Arithmetic mean	mean	Standard deviation	Torsion coefficient
Stress	79.67	80	9.219	-0.107
Self-Efficacy	60.23	58	7.815	0.856

3.2 Presentation, Analysis, and Discussion of Differences between Calculated and Theoretical Means of the Investigated Variables among the Research Sample before the Guidance and Instructions to the Coaches.

For identifying the degree of psychological stress and psychological resolute among young players before the implementation of guidance and instructions by the coaches, the researchers applied the two scales and examined the differences between the calculated and theoretical means of the Psychological Stress and Psychological Resolute Scales. The results are presented in Table (4).

Table (4)

Shows the values of T calculated between the arithmetic and hypothetical means for the measures of psychological stress and sense of competence in the research sample.

Variables surveyed	Arithmetic mean	Standard deviation	Hypothetical mean	T Value	sig	Statistical significance
Stress	79.67	9.219	75	6.210	0.001	sig
Self-Efficacy	60.23	7.815	54	9.764	0.000	sig

- significant if sig (\geq) 0.05

Therefore, the researchers confirm that players experience psychological stress when executing penalty kicks within the moderate range, as indicated by the results. The causes of psychological stress among young soccer players are numerous, stemming from psychological and social issues. Various stressful stimuli confront the players due to the diverse demands they are expected to fulfill, such as successfully executing penalty kicks. These stimuli can lead to psychological stress due to their impact on the players. This is in line with the findings of Salih Hassan and Nazim Al-Obaidi (1990) who stated that "psychological stress constitutes a negative psychological state that generates annoyance and reduces determination"¹⁶

Furthermore, receiving these stimuli by the players, especially during penalty kick executions, requires cognitive and perceptual processes within the individual. These processes clarify and interpret these stimuli, thus eliciting responses to psychological stress situations through physiological symptoms and psychological behavioral aspects. Saad Jalal (1986) emphasized that "psychological stress is the individual's response to stressful conditions, involving direct physiological and psychological responses"¹⁷

Moreover, psychological resolute serves as an additional asset for players, activating the body's immune systems to resist challenges and achieve goals. The higher the level of psychological resolute, the greater the player's capacity and endurance to handle physical, skill-related, and psychological demands of the game. The extent to which the player achieves desired goals depends on their readiness, resolute, and effective utilization of self-capabilities to ensure excellence and superior performance in sports competitions. It also involves resisting failure, bearing responsibility, and not giving up until the desired objectives are achieved¹⁸

3.3 Presentation, Analysis, and Discussion of the Correlation Results between Psychological Stress and Psychological Resolute during Penalty Kick Execution among the Research Sample:

To achieve the research objective of understanding the relationship between psychological stress and psychological resolute among the research sample, the researchers calculated the correlation coefficient between psychological stress and psychological resolute. The results are presented in Table (5).

Table (5) Shows the value of the correlation coefficient between psychological stress and sense of power among the research sample.

Variables	Calculated value	t sig	Statistical significance
Stress	-0.628	0.001	sig
Self-Efficacy			

- significant if sig (\geq) 0.05

Table (5) reveals the calculated correlation coefficient between psychological stress and psychological resolute, with a value of (-0.628) at a significance level of (0.001). This value is

¹⁶ Saleh Hassan and Nazem Al, Obaidi 'Personality and Mental Health, Higher Education Press, Baghdad, 1990, p. 29

¹⁷ Saad Galal 'Mental Health of Mental Illness and Behavioral Deviations, Dar Al-Fikr Al-Arabi, Cairo, 1986, p. 53.

¹⁸ Mohamed Saeed Halawa: The Road to Psychological Flexibility, Gulf Children with Special Needs, Dar Al-Kutub for Publishing, Cairo, Egypt, 2011, p. 55.

lower than the significance level (0.05), indicating a significant inverse correlation between psychological stress and psychological resolute. This implies that an increase in psychological stress experienced by players due to various factors, including training load, challenging situations, and difficult competition scenarios, along with anxiety about not achieving desired performance levels in the game—especially when a penalty kick is crucial for winning—negatively impacts the players' psychological state and self-confidence. Consequently, this negative impact influences their execution of penalty kicks .

Speed of reaction, anger, and nervousness are factors that contribute to diminishing player performance levels. Therefore, soccer competitions require positive and effective interaction between coaches and players, as players perceive and visualize their coaches' resolute continuously. This requires possessing the capacity to endure and handle diverse and challenging situations, necessitating patience, resistance, and the ability to cope with intense stress ¹⁹.

3-4 Presentation, Analysis, and Discussion of the Results of the Pre and Post Application of Instructions and Guidance on the Scale Scores

To achieve the research objective of understanding the impact of instructions and guidance on psychological stress and psychological resolute among the research sample, the researchers aimed to determine the "t" values to indicate the differences between the scale scores before and after the application of instructions and guidance. Table (6) illustrates these values.

Table (6)

Variables	Before application		After application		M	SD	Calculated T value	sig	Statistical significance
	M	±SD	M	±SD					
Stress	79.67	9.219	68.15	4.419	11.52	8.498	16.623	0.000	sig
Feeling of power	60.23	7.815	71.24	5.375	11.01	7.194	18.756	0.000	sig

- significant if sig (\geq) 0.05

3.4 Presentation, Analysis, and Discussion of the Results of the Differences in Scale Scores Before and After the Application of Instructions and Guidance, and the Impact of Psychological Guidance on Soccer Coaches

Table (6) shows the value of (t) indicating the differences between the scores of the psychological stress and psychological resolute scales among the research sample before applying the psychological guidance and after the application of the psychological guidance program for the sports team coaches under study. These instructions continued for a period of two months, with two psychological guidance sessions per week, totaling 16 psychological guidance sessions. The aim was to address how coaches and players interact during penalty kick execution.

¹⁹ Muhammad Jassam Arab and Hussein Ali Kazim: Sports Psychology, 1st Edition, Najaf, Dar Al-Diaa Printing, 2009, p. 96.

This confirms that the psychological guidance and instructions, focusing on executing penalty kicks under different psychological stress, positively impacted the mental well-being of players. This enabled players to handle psychological stress and challenges calmly and maintain emotional equilibrium. The researchers also believe that coaches' choice of a confrontational approach positively influenced players' ability to cope with stress during penalty kick execution. Coaches' encouragement to players to overcome the fear of failure decreased players' agitation, reducing psychological tension, and ultimately decreasing psychological stress. Furthermore, the researchers found that a cooperative environment fostered by coaches among players, based on specific levels of psychological stress, positively impacted players' focus during penalty kick execution.

The psychological state of a soccer player is of utmost importance, receiving significant attention from coaches and experts in the field. This mental state greatly affects the player's performance either positively or negatively. The numerous responsibilities soccer players shoulder, from the wide range of tournaments to satisfying fans' expectations, often generate different emotional reactions. As responsibilities increase, players exert more effort, leading to exposure to psychological stress and emotions that can adversely affect their performance and that of their team within competitive events²⁰. This aligns with the findings of (Mohammed Hassan Alawi 1998), who noted that psychological stress are distressing emotional states that players seek to avoid, negatively impacting performance through excessive muscular and nervous tension, and narrowing the player's focus, thus diminishing their attentional capacity²¹.

4 .CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Based on the results presented and discussed, the researchers have reached the following conclusions:

- 1 .The effectiveness of the psychological guidance program, incorporating psychological and training instructions for penalty kick execution, played a positive and influential role in reducing psychological stress and enhancing psychological resolute among the research sample.
- 2 .The scales developed by the researchers proved to be valid in measuring psychological stress and psychological resolute during penalty kick execution among the research sample.
- 3 .The research sample's levels of psychological stress and psychological resolute during penalty kick execution were predominantly within the moderate range.
- 4 .The results demonstrated a significant negative correlation between psychological stress and psychological resolute during penalty kick execution.

4.2 Recommendations

Considering the conclusions drawn from this study, the following recommendations are put forward:

²⁰ Amer Saeed Al, Khikani 'The Psychology of Football, 1st Edition, Arab Society Library for Publishing and Distribution, Amman, 2011, p. 309.

²¹ Mohammed Hassan Allawi 'Introduction to Sports Psychology, 1st Edition, Book Center for Publishing, Cairo, 1998, p. 401.

- 1 .Adopt the psychological guidance and instructions prepared by the researchers within training programs for emerging players and training units, aiming to decrease psychological stress and enhance psychological resolute specifically during penalty kick execution.
- 2 .Utilize the measurement tools from this study as instruments to assess psychological stress and enhance psychological resolute during penalty kick execution for emerging players.
- 3 .Organize training courses for coaches focusing on concepts of mental health and psychological stress experienced by players, along with strategies for effectively managing these stress and elevating psychological resolute in emerging players during penalty kick execution.
- 4 .Emphasize coaches' concentration on placing emerging players in situations that mirror match conditions and circumstances closely related to penalty kick execution, during practice or friendly matches. This will enable players to adapt to psychological stress that they face during competitive situations, enhancing their psychological adaptability and positive confrontation of such stress.
- 5 .Club management should prioritize the psychological well-being of emerging players by coaches and administrative bodies, fostering increased self-esteem, self-motivation, and self-drive among players. These psychological attributes are pivotal for improved performance during penalty kick execution.

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