

A Monitoring Psychological Sporty Program Developing the Source of Control among Middle School Students

YahiaBenlarbi

¹ Ziane Achour-Djelfa(Algeria), y.benlarbi@univ-djelfa.dz

Received: 03/12/2021 Accepted: 14/03/2022 Published: 30/05/2022

Abstract:

The aim of the study is a psychological-sports counselling programme to develop the source of control among middle school students. The researcher came from the hypothesis that there were statistically significant differences between the average grades of pupils of the sports and study departments and those of the regular middle-level departments, before and after the introduction of the guidance programme, for which purpose we used the pilot curriculum, on a sample of 09 pupils. Selected randomly, for data collection we used the Source Control Measure tool, after the results were collected and statistically processed, It has been concluded that the proposed programme has led to the development of the internal control source for pupils in sports and study departments.

KEY WORDS : psychological-sports counselling programme ; sports and study departments.

المخلص:

تهدف الدراسة إلى برنامج إرشادي نفسي رياضي لتنمية مصدر الضبط عند تلاميذ المرحلة المتوسطة. وانطلق الباحث من فرضية وجود فروق ذات دلالة احصائية بين متوسطات درجات تلاميذ اقسام رياضة ودراسة وتلاميذ الاقسام العادية في المرحلة المتوسطة، وذلك قبل وبعد تطبيق البرنامج الارشادي، ولهذا الغرض استخدمنا المنهج التجريبي، على عينة مكونة من (09) تلاميذ. تم اختيارها بشكل عشوائي، لجمع البيانات استخدمنا أداة مقياس المصدر الضبط، بعد جمع النتائج ومعالجتها إحصائياً، تم التوصل الى أن البرنامج المقترح أدى الى تنمية مصدر الضبط الداخلي لدى تلاميذ اقسام رياضة و دراسة.

الكلمات المفتاحية: برنامج إرشادي نفسي رياضي ؛ أقسام رياضة و دراسة.

A Monitoring Psychological Sporty Program Developing the Source of Control among Middle School Students

1-Introduction:

During the recent period, the Ministry of Education in coordination with the Ministry of Youth and Sports in the intermediate stage adopted a system of special departments called Sports and Study departments, where three physical and sports education classes are programmed along with regular study in other school subjects. In fact, scholars consider this stage for pupils as one of the most important stages of their learning, where their age at this stage ranges between (11 years and 14 years); this age, also, coincides with the end of childhood and the beginning of the early adolescence period. Moreover, psychologists define this period as the stage that begins with puberty and ends with adulthood. It is a biological vital process that is organic at its beginning and social at its end. It is indeed characterized with a set of features including physical, scientific and cognitive growth as well as emotional development.

At this stage and during physical education and sports class, physical activity depends mainly on the behavior that scientists consider to be encompassing all aspects of the activity practiced by students. Scientists divide human behavior into major topics. They study each subject separately and give it a specific name. There is no existence of these processes separate or independent from each other, yet human behavior is the interaction between all these processes: each process affects the other and is affected by it in a certain extent.

The student's behavior is the area of adaptation for him and the final image that reflects his personality and expresses his thinking in the vicinity of the educational institution, where learning is considered the basis of the process of acquiring behavior and the main motivation for that. On this issue, "Julian Reuter" conducted a psycho-social approach within the framework of the concept of internal-external control where he presented the concepts of internal control for support and external control for support trying to explain behavior based on his theory known as the theory of social learning. Furthermore, pupils may differ, like other individuals, in their patterns and personal characteristics. This difference resulted in differences in the structure and personal perception, so each student is distinguished by a personality independent of others, and he thinks in a special manner through which he seeks to achieve himself within his environment, whether in the school or with his sports team, which is distinguished by a number of different events in terms of the degree of their impact

A Monitoring Psychological Sporty Program Developing the Source of Control among Middle School Students

on his athletic performance, his behavior and his athletic level. In fact, every student has his own explanations, interpretations, and expectations for sport situations and even his behavior as well. Then, we find among the students who attribute his actions and results to himself and bear the responsibility of directing events and controlling the results; that is, his support stems from inside so that he reinforces his behaviors, performance and sports results (those with internal control). On the other hand, some of them attribute his actions, the results of his behavior, his sports performance and all events to external causes that have nothing to do with his abilities and potentials such as: luck, chance, destiny, and the influence of others (those with external control) (Ali Mohamed El Dib, 1991).

In recent studies, one of the most important topics that have been discussed in the field of psychology is the subject of the Locus of control. Studies indicated the importance of this topic with all the psychological, social and sports variables. We mention some of the most important studies conducted on this matter:

* The study of (Hassan, 2004), The "Group Games Control Center" dealt with an applied example in handball for junior handball players under 18 years old in Assiut.

* The study of (Ali Rıza Terzi, 2012) under the title ""The relationship between undergraduate students' locus of control and epistemological beliefs. Balıkesir University, Turkey, on a sample of 278 students.

* (Anderson, 2005)'s study entitled: "The Relationship between the Control Center and Academic Motives in Achieving Three Types of Study" 2005.

Based on what has been discussed, we seek through our study to answer the following questions:

2. Study questions:

2.1. General inquiry:

Does using a mentoring program lead to the development of an internal source of discipline among students of the sports and study classes?

2.2. Sub-queries:

* Are there differences in the average scores of students in sports and study departments and students in regular educational departments on the scale of the internal control source between the pre and the post measurements after the application of the heuristic program?

A Monitoring Psychological Sporty Program Developing the Source of Control among Middle School Students

* Are there differences in the average scores of students in the sports and study departments on the source of control scale between the pre and post measurements after adopting of the monitoring program?

* Are there differences between the mean scores of students in the regular educational departments, unlike the control scale after applying the heuristic program?

3. Study hypotheses:

3.1. General hypothesis:

The use of an educational program leads to the development of an internal source of discipline among students of the sports and study departments.

3.2. Partial hypotheses:

* There are differences in the average scores of the students in sports and study departments and the students in regular educational departments on the control source scale between the pre and post measurements after the application of the monitoring program.

* There are differences in the average scores of students in the sports and study departments on the control source scale between the pre and post measurements after applying the heuristic program.

* There are differences between the average scores of students in the regular educational departments on the control scale before and after the application of the psychological sports counseling program.

2- General objective of the study:

4. Objectives of the study:

* Employ strategies of psychological counseling theories in an integrative, selective way in setting up a psychological counseling program to develop the internal control source for students of sports and study departments.

* Designing a psychological counseling program that is compatible with middle school students within their social school environment, according to the scientific systems followed in constructing monitoring programs.

* Verify the effectiveness of the proposed psychological counseling program in developing the internal control source for students of sports and study departments.

5. Setting the procedural concepts:

* - The heuristic program:

Hamed Zahran believes that the heuristic program in general is a planned program organized in light of scientific foundations to provide direct and indirect guidance services, individually and

A Monitoring Psychological Sporty Program Developing the Source of Control among Middle School Students

collectively, to all those who are included in the institution in order to help them achieve proper growth and make rational conscious choices and to achieve psychological harmony inside and outside the institution.

Accordingly, the counseling program can be procedurally defined as the application of a set of psychological strategies derived from some psychological counseling theories, based on the creation of a kind of cognitive perceptions and behavioral duties to create an internal emotional state on students of sports and study departments that helps them to gain insight into their problem and feel responsible for that problem by taking the appropriate solutions for them within the sports counseling sessions and exercises.

* - Source of control (control center): locus of control

In this study, we mean by the source of control as the perception of a handball player of the source of the reinforcements he obtains during his competitive sports career along with the relationship between his behavior, his sporting performance, and the associated results. In addition, the source of control is divided into internal control and external control.

- Source of internal control: Internal locus of control

It is a personal trait that enables the handball player to attribute his sporting achievements, whether successful or unsuccessful, to his abilities and capabilities and the efforts that he can exert during training and competition to achieve his goals set in his mind, and thus he can control many of things occurring within his sports environment.

- Source of external control: External locus of control

It is a personal trait that enables the handball player to attribute his sporting achievements, whether successful or unsuccessful, to external factors far from his own abilities and potentials, and the efforts he can exert during training and sports competition, and to relate them to other factors such as chance, luck, destiny and authority that others practice on him (the coach and teammates), and he is therefore unable to control his personal actions and what is going on around him in his sports environment.

* - Sports and study departments:

The Ministry of Education, in coordination with the Ministry of Youth and Sports in the intermediate stage, has adopted a system of special departments called Sports and Study departments, where three physical and sports education classes are programmed alongside with

A Monitoring Psychological Sporty Program Developing the Source of Control among Middle School Students

regular study in other school subjects; scholars consider this stage for pupils as one of the most important stages of learning for them where their age ranges between (11 years and 14 years), and this age coincides with the end of childhood and the beginning of the early adolescence period.

6. The Approach:

In this study, the researcher is using the experimental approach as this study is based on experimentation aiming at identifying the effectiveness of a psychological counseling program as an independent variable in the development of the internal control source as a dependent variable. Moreover, the researcher used the method of designing the two groups as a control group, and an experimental group with pre-measurement and post-measurement for each group separately, as follows:

experimental group	pre-measurement	experiment	post-measurement
control group	post-measurement	-	post-measurement

In this design, firstly, individuals are divided into two groups randomly; then, we choose each of the two groups a pre-selection after which the experimental group is subject to the independent variable, and it is hidden from the control group. After the end of the experiment period, the two groups are selected according to a post-selection to measure the effect of the application of the independent variable.

7. Study society:

The study population represents the social group on which we want to conduct the applied study according to the chosen and appropriate curriculum for this study. In this case study, the research community was all students of the sports and study departments in the middle schools of the Wilaya of Djelfa.

8. Study sample:

The study sample is chosen by random selection through the study population. Nine students were selected as a sample on which the sports psychological counseling program will be applied.

9. Study tools:

The researcher uses a number of tools necessary for the study, which are as follows:

A Monitoring Psychological Sporty Program Developing the Source of Control among Middle School Students

9.1 The source of control scale:

The researcher has prepared the control source scale according to the scientific methods used in building the tools, and through this he will cover the various factors of the control source that measure the direction of the control source for students with its internal and external dimension. In addition, according to this measurement, the researcher gets to know the direction of the control source to determine the members of the sample on which the study will be conducted. The scale consists of 41 phrases that take in the correction Likart's Pentagram scale: on this scale, less than 102 degrees that the student takes is considered weak, while the score from 120.5 to 164 is considered medium, and from 164.5 to 205 is considered high.

9.2. Psychological counseling program:

The construction of the psychological counseling program in the current study went through several steps before it was used, including: Preliminary steps for building the proposed extension program: Before starting the construction of the proposed monitoring program, the researcher shall do the following:

1-Reading in depth in the fields of education, psychology, and behavioral problems.

2- To be acquainted with a number of extension programs used.

3-Read deeply in psychological counseling books.

On this matter, the researcher has prepared the proposed counseling program which aims to develop the source of internal control among students of the sports and study departments. This program is based on a group of techniques that proceed in a selective complementary manner from the theories of psychological counseling that works to develop the features and characteristics- psychological features, administrative features and traits- that are distinguished by the internal control. Furthermore, the program includes 16 sessions, each session is divided into two parts: a psychological counseling part and another athletic part consisting of sports and competitive exercises; in detail, each session includes a number of goals and procedures that are based on identifying the ideas that dominate each student in attributing his behavior and its results, and then developing this attribution represented by the internal/external source of control through alternative psychological and sports counseling methods in addition to the preliminary sessions that will be based on building the professional relationship, the application of study tools (pre-measurement) and the final session and the application of (post-

A Monitoring Psychological Sporty Program Developing the Source of Control among Middle School Students

measurement) of them after the end of the program to both the members of the experimental group and the control group. The procedures and techniques that were applied in the sports extension program:

1. Identify the prevailing source of control among students, whether the control or experimental group.
2. Reorganizing students' perception and thinking through their knowledge of the concepts of the internal and external source of control.
3. Following different methods in helping pupils to have confidence in themselves and their personal abilities to solve their problems.
4. Adopting the method of modifying the belief of pupils with external control by explaining his environment and holding him responsible for some sports during physical activities.
5. Explaining to students that believing in attributing their results to others is a false belief that limits their level of ambition and discourages every creativity initiative they have.
6. Helping pupils to identify alternative behaviors.
7. Repeating self-statements that call for success and victory.
8. Assigning students to some responsibilities inside and outside the classroom.

Content of the counseling sports psychological program:

Session 01: General introduction to the program and building the mentoring relationship.

Session 02: Establishing the relationship between the mentor and the student.

Session 03: Awareness of current behavior as the source of control.

Session 04: Instructing the family on how to deal with their children.

Sessions 05 and 06: Self-expression.

Session 07 and 08: Identify external sources of control and make positive use of them.

Session 09: Internal Self-Control.

Session 10: Planning for Responsible Behavior.

Session 11: Positive Self-Affirmation Skills.

Session 12: Capacity for patience and diligence.

Session 13: Training in problem solving and facing difficult situations.

Session 14: Imagination and stressful situations.

Session 15: Thinking, its patterns and the way to change it.

Session 16: End of the program -Closing session-

10. Results of the study:

A Monitoring Psychological Sporty Program Developing the Source of Control among Middle School Students

Displaying the results of the first axis:

The first hypothesis:

* There are differences in the average scores of students in sports and study departments and students in regular educational departments on the source of control scale between the pre and post measurements after applying the monitoring program.

Table No. 01: shows the results of the Student T test for the differences between the averages of the pre and post measurements for the experimental group students.

Source of control	Type of measurment	numb er	Average of scores	stand ardeviat ion	T	Level of signif icace	sig
Students of experimental group	Pre-measurment	9	140 degrees	0.96	0.96	0.05	0.0013
	Post-measurment	9	175 degrees	0.72			

Conclusion of the first hypothesis:

Through the previous table that shows the results of the Student T test for the differences between the averages of the pre and post measurements for the students of the experimental group, it displays the arithmetic averages and the standard deviations of the responses of the sample members to the pre and post measurements; so, there are differences in the average scores on the scale of the internal-external control source, as the amount of the arithmetic average in the pre-measurement, 140 degrees, which is in the range of the standard, while the arithmetic average of the post measurement came in 175 degrees, which is a high average. In general, the significance of sig was equal to 0.0013, which is a value less than the Alpha significance level 0.05 and even 0.01. Thus, we agree with the hypothesis saying that there exist differences in the average scores of students in sports and study departments and students in regular educational departments on the source of control scale between the pre and post measurements after applying the counseling program.

A Monitoring Psychological Sporty Program Developing the Source of Control among Middle School Students

Presentation of the results of the second axis:

The second hypothesis:

* There are differences in the average scores of students in the sports and study departments on the control source scale between the pre and post measurements.

Table No. 02: shows the results of the Student T test for the differences between the averages of the pre and post measurements for students of the sports and study departments.

Source of control	Type of measurement	number	Average of scores	standard deviation	T	Level of significance	Sig
Students of study and sports departments	Pre-measurement	5	146 degrees	1.02	0.99	0.05	0.0009
	Post-measurement	5	179 degrees	0.82			

Conclusion of the second hypothesis:

Through the above table that demonstrates the results of the Student T test for the differences between the averages of the pre and post measurements for the students of the study and sports departments, it shows the arithmetic averages and the standard deviations of the responses of the sample members to the pre and post measurements; so, there are differences in the average scores on the scale of the internal-external control source, as the amount of the arithmetic average in the pre-measurement, 146 degrees, which is in the range of the standard, while the arithmetic average of the post measurement came in 179 degrees, which is a high average. In general, the significance of sig was equal to 0.0009, which is a value less than the Alpha significance level 0.05 and even 0.01. Hence, we accept the

A Monitoring Psychological Sporty Program Developing the Source of Control among Middle School Students

hypothesis declaring that there exist differences in the average scores of students in sports and study departments on the source of control scale between the pre and post measurements after the application of the heuristic program.

Presentation of the results of the third axis:

The third hypothesis:

* There are differences between the average scores of students in the regular educational departments on the control scale before and after the application of the psychological sports counseling program.

Table No. 03: shows the results of the Student T test for the differences between the averages of the pre and post measures for students of the regular educational departments.

Source of control	Type of measurement	number	Average of scores	standard deviation	T	Level of significance	Sig
Students of regular educational departments	Pre-measurement	4	136 degrees	0.87	0.90	0.05	0.011
	Post-measurement	4	171 degrees	0.69			

Conclusion of the third hypothesis:

The third table displays the results of the Student T test for the differences between the averages of the pre and post measurements for the students of the regular educational departments. it shows the arithmetic averages and the standard deviations of the responses of the sample members to the pre and post measurements; so, there are differences in the average scores on the scale of the internal-external control source, as the amount of the arithmetic average in the pre-measurement, 136 degrees, which is in the range of the standard, while the arithmetic average of the post measurement came in 171 degrees, which is a high average. In general, the significance of sig was equal to 0.011, which is a value less than the Alpha significance

A Monitoring Psychological Sporty Program Developing the Source of Control among Middle School Students

level 0.05 and even 0.01. Hence, we accept the hypothesis assuming that there exist differences in the average scores of students in the regular educational departments on the source of discipline scale between the pre and post measurements before and after the application of the monitoring program.

11. General conclusion:

Finally, after presenting and discussing the field results, we concluded:

- The prepared psychological and sports counseling program develops the source of discipline among middle school pupils through sessions with pupils and their parents, as well as the physical and sports classes applied to them in the second part of the class, which includes training and recreational exercises that work to develop the psychological features of self-confidence, self-esteem, problem-solving, competing for self-esteem, as well as bearing responsibility. We found that competitive situations are more influential and desirable on student behavior, as Martens (1994) defines "the competitive position as a process that involves comparing the performance of an athlete according to some levels in the presence of at least another person, and this person is aware of the benchmarks of comparison to be able to evaluate the comparison process"; therefore, we find players like exercises that are characterized by competition with colleagues because they are accompanied by a fun atmosphere. (Mohamed Hassan Alawi, 2002).

- There are differences in the average scores of students in sports and study departments and students in regular educational departments on the control source scale between the pre and post measures.

- There are differences in the average scores of students in the sports and study departments on the discipline source scale between the pre and post measurements.

- There are differences between the average scores of students in the regular educational departments on the control scale before and after the implementation of the psychological sports counseling program.

- Both groups of students, whether the sports and study departments or the regular educational departments, seemed amenable to accepting the psychological-sports counseling program and were affected by it and responded to its sessions; so, there is no difference between the teaching system in developing the internal external source of control.

- The results after the post measurement showed that the pupils have become more internal control than before, and that they have

A Monitoring Psychological Sporty Program Developing the Source of Control among Middle School Students

developed their perceptions of external interventions whether from their parents, friends or teachers; this is consistent with what the results of studies conducted by "Roter" has shown as the individuals who have an internal source of control are characterized by seriousness in performance and make the most effort with a high level of perfection. (Zaki Mohamed Mohamed, 2004)

- The program has pushed the pupils to trust in their personal abilities and to rely on oneself in order to reach near-term or long-term goals by making efforts during the lessons presented, as it is the development of their abilities that causes them to succeed and excel, and not by chance. (Davis, 1965) say that the basic condition in deduction is attributing behavior to intention or intent, and in this case we assume that the person is like this because he wanted to act like this and the matter did not happen by chance. In brief, there are two necessary conditions for attributing the behavior to intent, i.e. not believing in chance and returning it to personal capabilities: the first of which is that we are certain that the person knows in advance the consequences of his behavior, and the second is to be confident that he has the ability to do that behavior. We do not attribute the behavior to personal factors unless we are confident that this behavior did not happen by chance (Bouزيد, 2009).

References:

Ali Mohamed El Dib .(1991) .*Relationship between self-esteem, control status and academic achievement in light of family size and birth order of the child* .Cairo: Egyptian Journal of Psychological Studies.

Ali Rıza Terzi .(2012) .The relationship between undergraduate students' locus of control and epistemological beliefs تم الاسترداد من https://www.researchgate.net/profile/Ali-Terzi/publication/264851041_The_relationship_between_undergraduate_students'_locus_of_control_and_epistemological_beliefs/links/55688e0d08aefcb861d59ca9/The-relationship-between-undergraduate-students-locus-of-cont

Angelika Anderson .(2005) .The Relationship between the Control Center and Academic Motives in Achieving Three Types of Study.

A Monitoring Psychological Sporty Program Developing the Source of Control among Middle School Students

Bouزيد, Ibrahim .(2009) .The point of control has to do with the desperation of a sample of those returning to crime .
Unpublished master's thesis.63 †

Eduared E. Jones. Keith E. Davis .(1965) .From Acts To Dispositions The Attribution Process In Person Perception .*advanced in experimental social psychology.*

Hassan, Zaki Mohamed Mohamed .(2004) .*Group Game Control Center (app. Handball)* .egypt: Egyptian Printing and Publishing Library.

Mohamed Hassan Alawi : .(2002) .*Psychology of training and sports competition* .Cairo: Dar elfikr alarabi.