

The effect of years of practice (experience) on the level of psychological skills and competitive behavior of handball players

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Abstract

The study aims to identify the effect of years of practice (experience) on the level of psychological skills and competitive behavior. For this purpose, we used the descriptive analytical approach on a sample of 84 players selected in the form of a regular random sample. To collect data, we used the psychological skills and competitive behavior scales, after collecting the results and processing them statistically. It was concluded that years of experience have a positive impact on the level of psychological skills and competitive behavior, as the more years of practice the higher the level of psychological skills and competitive behavior. On this basis, the study recommended teaching psychological skills in the early years of the player to match his physical abilities and competitive behavior.

I. Introduction:

The attention to the psychological abilities and skills of athletes regardless of the nature of the sports effectiveness of the practice, enables the player to perform his duties to ensure achievement and victory. And the player's weakness through observation and other means, and there are creative solutions for any player, especially the handball player, especially when he is exposed to quick and many competitive situations, which require him to think automatically for the purpose of reaching the desired goal of training or the match.

Psychological skills are one of the most important topics that must be taken care of because of the great role they play in the motor and emotional behavior of the athlete and his response during his participation in sports activity, as the use of psychological skills to the maximum degree increases the effort exerted by the athlete, whether in training or sports competitions, competition Sports have become a source of many changing emotional situations during competitions because they are linked to success, failure, victory and defeat situations, and these emotional aspects are useful, "As Ratib says that psychological skills are the mental abilities that help the athlete to mobilize his energies to achieve the best and maximum athletic performance" (Ratib, 2000, p. 444), As the strong effort exerted by the player during sports competitions and the associated physiological changes accompanying emotions contribute to improving the adequacy of the psychological circulatory system as well as the vital organs of the body, and "Muhammad Hassan Allawi 1992 indicates that the sports champions at the international level are very close in terms of the physical and technical level." (My skill - my plans), however, there is an important factor that determines the outcome of their struggle during sports competitions in order to win, and it is the psychological factor that plays a role It is based on it to a large extent to achieve victory" (Ayad, 2015, p. 299), and Allawi believes that "sports competition is a sporting situation or event defined by recognized laws, regulations and systems, in which the athlete or sports team tries to show and highlight his maximum capabilities, skills and preparations, As a result of regular training processes, to attempt to achieve success or success over a competitor or competitors or to attempt to achieve the level of objective performance expected of a player or sports team"(Allawi, 2009, p 29)

Al-Shafi'i says competitive behavior (1997): "It is the aspects of the apparent activity that can be observed by others with the naked eye, or

recorded and monitored with various tools such as a regular and cinematic camera, and it includes verbal and kinetic indicative activity, and these things are material, tangible, i.e. objective.” (Al-Shafi’i, 1997, p107), Sports competition is one of the important and necessary factors for every sporting activity, as it is the only position to show the result of the training efforts of the player and the coaching staff and this may be within a few minutes and may last for long hours depending on the type of sport.

Among the most important similar studies, we find the study of Moqbel Awn Ahmed (2007/2008), which is tagged with the effect of training some psychological skills on the skill performance of football players. It was based on a sample of 40 football players. The results showed that the mental training program positively affects the level of skill performance of the player. football in the experimental group.

we also find the study of Saleh and Hassan (2011) entitled: The relationship between competitive behavior and performance The skills of the junior karate players, and the researchers used the descriptive approach in the style of correlational relations if the research sample of the junior players weighing (60) kg reached 16 players and in a comprehensive inventory method. As for the results, there was a correlation in competitive behavior and skillful achievement and randomly in skill performance.

Psychological skills are one of the main factors that lead to achievements and push the athlete to reach the highest levels, but sometimes we notice that coaches do not use psychological skills during training and competition and do not give great importance to the psychological aspect of the players.

Given the lack of psychological trainers in Algerian handball clubs, the researcher came up with the idea of studying the impact of years of practice (experience) on the level of psychological skills and competitive behavior through training and competition in his career, as Allawi says, "The psychological skill is an ability that can be learned and mastered through learning and practice. and training” (Allawi, 1998, p. 192), Many coaches are keen to correct performance errors by asking the athletes for more exercise, “while in most cases, the real problem is not the lack of physical skills, but rather the lack of mental skills, as there are athletes who need to improve and develop concentration of attention, self-confidence, mental perception and others.” Among the skills that are called psychological skills are at the same level of need to improve and develop skill capabilities” (Al-Jubouri, 2019, p. 17), and the researcher attempted to reveal the impact of years of experience (practice) on the level of psychological skills and competitive behavior of handball players.

After we reviewed some of what came from theoretical approaches or a background of knowledge related to the variables of our research under study, we decided to ask the following question: Do years of practice (experience) affect the level of psychological skills and competitive behavior of handball players in the excellent division?

To answer the researcher put the following hypotheses: To answer the researcher put the following hypotheses:

- The acquired psychological skills vary according to the years of sports practice (experience) in the excellent section of handball players.
- The competitive behavior of handball players varies according to the years of sports practice (experience) in the excellent division.

II - Method and Materials

1- The study population: that is, all handball players in the Algerian Federation, the excellent division, which consists of (16) teams, and the number of players in these teams is (288) players.

2- Participants: The research sample included (84) handball players from the Algerian Federation. The researcher took the following steps to select (7) sports teams with a percentage (43.75%) of the original community, which was done by the method of a systematic random sample from the teams in the Federation. The Algerian handball team selected (84) players, who constituted (29.16%) of the total research community, then randomly selected from the teams that were selected. The following table shows the size of the research sample:

Table No. (1): It shows the size of the research sample.

the number	Team Name	affiliated area	the number	For the sample	for the community
1	GSP	Bejaia	12	% 14.28	%4.16
2	HHCE	alabyar	12	% 14.28	%4.16
3	ESA	eayn tuta	12	% 14.28	%4.16
4	CRB	baraki	12	% 14.28	%4.16
5	CRBBA	B.B.A	12	% 14.28	%4.16
6	MTB	tadjenanete	12	% 14.28	%4.16
7	CREA	El hrouche	12	% 14.28	%4.16
Total			84	% 100	%29.16

The table shows the size of the research sample, which was drawn randomly and equally for all teams.

3- determination of study's fields:

1- Approach: Use the descriptive analytical approach to suit the topic.

2- spatial field: in some of the Algerian Federation of Handball Clubs (Excellent Division)

3- temporal field: from October 2018 to February 2019.

4- Determine the study variables:

Independent variable (reason): “years of practice.”

The dependent variable (outcome): "acquired psychological skills and competitive behavior".

4- Materials :

1- Psychological skills scale:

- Psychometric properties of the psychological skills scale:

- Formative internal consistency:

The validity of the internal consistency of the scale items was extracted using the Pearson correlation coefficient, to calculate the correlation coefficients between the scores of the items, the dimension to which they belong and the total score of the scale, and the results were as follows:

Table No. (2): It represents the correlation coefficients between the degree of each paragraph and the degree of dimension and the total degree of the psychological skills scale of handball players.

paragraph number	related to distance	Relationship to the scale	paragraph number	related to distance	Relationship to the scale
1	(**).064	(**).041	13	(**).046	(**).043
2	(**).075	(**).041	14	(**).045	(**).044
3	(**).053	(**).043	15	(**).060	(**).051
4	(**).079	(**).065	16	(**).052	(**).048
5	(**).063	(**).064	7	(**).066	(**).039
6	(**).049	(**).051	18	(**).071	(**).060
7	(**).061	(**).041	19	(**).062	(**).044
8	(**).070	(**).048	20	(**).074	(**).068
9	(**).073	(**).060	21	(**).053	(**).043
10	(**).071	(**).039	22	(**).067	(**).039
11	(**).067	(**).054	23	(**).063	(**).042
12	(**).069	(**).039	24	(**).058	(**).043

(**) Function at 0.01 level (*) Function at 0.05

It is clear from the above table that most of the correlation coefficients are statistically significant at the level of significance (0.01), which indicates the strength of the formative validity of all the measures of the scale.

- Scale reliability:

Table No. (3): Shows the reliability coefficient of the psychological skills scale and its sub-dimensions by Cronbach's alpha method.

The dimension	reliability coefficient
The ability to relax	0.58
The ability to visualize	0.57
The ability to focus attention	0.53
Self confidence	0.52
The ability to cope with anxiety	0.61
Sports achievement motivation	0.85
Total marks	0.85

It is clear from the above table that the psychological skills scale and its sub-dimensions have appropriate stability coefficients, where the total value of Cronbach's alpha is (0.85), and this confirms that the scale has a high degree and therefore its suitability for the purposes of the current research.

2- Competitive Behavior Scale:

Scale description: Dothie Harris (1984) designed the Competitive Behavior Intelligence to try to identify the competitive behavior of an athlete who needs care, direction, and psychological skills training.

Psychometric properties of the competitive behavior scale:

The validity of the scale was verified in the current research as follows:

- Internal consistency validity (formative):

The internal consistency of the scale items was extracted using the Pearson correlation coefficient to calculate the correlation coefficients between the scores of the items and the dimension to which they belong, and between them and the total score of the scale, and the results were as shown in the following table:

Table No. (4): Shows the values of the correlation coefficients between the score of each paragraph and the total score for the measure of competitive behavior of handball players.

paragraph number	Relationship to the scale	paragraph number	Relationship to the scale
1	(**).0.32	11	(**).0.79
2	(*)0.30	12	(**).0.75
3	(*)0.48	13	(**).0.63
4	(*)0.36	14	(**).0.74
5	(*)0.44	15	(**).0.65
6	(**).0.54	16	(**).0.52
7	(**).0.65	17	(**).0.32
8	(**).0.47	18	(**).0.65
9	(*)0.31	19	(*)0.30
10	(*)0.32	20	(**).0.81

(**) Significant at (0.01), (*) Significant at (0.05).

It is clear that all the questions correlation coefficients with the degree of their dimensions are statistically significant at the significance level (0.01) and (0.05), which is an indication of the internal consistency of the scale.

- **Statistical Analysis:** To treat the data statistically in proportion to the nature of the research objectives and answer its questions, the researcher used the statistical processors program used in the social and human sciences (SPSS) in order to extract the following statistical methods used in the research: Cronbach's alpha coefficient - Spearman-Brown equation - t-test - Pearson's correlation coefficient- analysis of variance, Scheffe test.

III- Results:

- Presentation and analysis of the results of the study:

The first hypothesis: Text of the hypothesis: The psychological skills acquired vary according to the years of sports practice (experience) in the excellent section of handball players. In order to test this hypothesis, the researcher calculated the arithmetic averages and standard deviations of the total score of the psychological skills scale among the players according to the different years of practice, as shown in the table:

Table No (5) shows: Arithmetic averages and standard deviations of the total score of the psychological skills scale according to the variable years of sports practice

years of practice	sample members	Arithmetic averages	standard deviations
01-10 years	27	50.29	13.44
11-20 years	41	87.43	16.46
20 years and over	16	113.31	4.75
Total	84	80.42	26.82

Read and analyze the results:

It is noted from Table (5) that there are apparent differences between the arithmetic averages of the total score for the level of psychological skills among the players, resulting from the different years of practice, as the average scores of the players (01-10 years) in relation to the psychological skills scale amounted to (50.29), and a standard deviation (13.44), and the average score of the players (11-20 years) was (87.43), with a standard deviation of (16.46), while We find that the average score of the players (20 years and above) reached (113.31), and a standard deviation of (4.75).

In order to determine the source of these differences, and to determine which stage the difference was in favor of, the Scheffe test for dimensional comparisons was used, as shown in the following table:

Table No (6) shows: dimensional comparisons (Scheffe's test) to analyze the source of variance on the psychological skills scale for the study sample members according to the variable years of sports practice.

years of practice	The difference between the averages		
	01-10 years	11-20 years	20 years and over
01-10 years		37.14-	63.01-
		0.000	0.000
11-20 years	37.14		25.87-
	0.000		0.000
20 years and over	63.01	25.87	
	0.000	0.000	
Significance level 0.05			
	3	2	1
			50.29
		87.43	
	113.31		
			the sample
			years of practice
			27
			01-10 years
			11-20 years
			16
			20 years and over

From Table No. (6) it is clear that:

- There are statistically significant differences at the level (0.05) in psychological skills between players (01-10 years) and players (11-20 years).
- There are statistically significant differences at the level (0.05) in psychological skills between players (01-10 years) and players with more than 20 years of experience.
- There are statistically significant differences at the level (0.05) in psychological skills between players (11-20 years) and players with more than 20 years of experience.

4. Discussion:

Through the results of the previous tables, it was found that the more years of practice (experience) through the experiences that the player receives during his sports career, the greater his psychological skills.

Previous experience represents one of the main dimensions affecting achieving the best results from previous experiences. It was noted (Schram, 1967) that muscle activity is at its highest when mental training depends on previous experience, and (Jakobson, 1930) is the first to indicate the effect of previous experience, On the effectiveness of mental training, (Samiha, 1999, p. 12), Allawi (2002) indicates that psychological skills need the accumulation of experiences through continuous training, as is the case with training on motor skills and tactical abilities, because the effect of training

on psychological skills can not appear clearly until after continuous and codified training periods. (Allawi, 2002 , p 204) From the foregoing, it can be said that psychological skills are affected by years of experience, and this confirms the verification of the hypothesis.

- Presentation of the analysis and discussion of the results of the second hypothesis:

- Hypothesis text: The competitive behavior of handball players varies according to the different years of sports practice (experience). In order to test this hypothesis, the researcher calculated the arithmetic averages and standard deviations of the total score of the players' competitive behavior scale according to the different years of practice, as shown in the table:

Table No. (7) shows: Arithmetic averages and standard deviations of the total score of the competitive behavior scale according to the variable years of sports practice.

years of practice	sample members	Arithmetic averages	standard deviations
01-10 years	27	29.55	5.07
11-20 years	41	53.07	6.38
20 years and over	16	59.00	0.00
Total	84	46.64	13.13

Read and analyze the results:

It is noted from the table (49) that there are apparent differences between the arithmetic averages of the total score of the level of competitive behavior among the players, resulting from the different years of practice, as the average scores of the players (01-10 years) in relation to the competitive behavior scale amounted to (29.55), and a standard deviation (5.07), and the average scores of players (11-20 years) were (53.07), with a standard deviation of (6.38), while we find that the average scores of players (20 years and over) reached (59.00) and a standard deviation of (0.00).

In order to determine the source of these differences, and to determine which stage the difference was in favor of, the Scheffe test for dimensional comparisons was used, as shown in the following table:

Table No (8) shows: Post-comparisons (Scheffe's test) to analyze the source of variance on the scale of competitive behavior of the study sample according to the variable years of sports practice.

years of practice	The difference between the averages		
	01-10 years	11-20 years	20 years and over
01-10 years	//////////	23.51-	29.44-
		0.000	0.000
11-20 years	23.51	//////////	5.92-
	0.000		0.001
20 years and over	29.44	5.92	//////////
	0.000	0.001	
Significance level 0.05			
	3	2	1
			29.55
		53.07	41
	59.00		16
			the sample
			years of practice
			27
			01-10 years
			41
			11-20 years
			16
			20 years and over

Through Table No. (8), it is clear that:

- There are statistically significant differences at the level (0.05) in the competitive behavior between players (01-10 years) and players (11-20 years).
- There are statistically significant differences at the level (0.05) in competitive behavior between players (01-10 years) and players with more than 20 years of experience.
- There are statistically significant differences at the level (0.05) in competitive behavior between players (11-20 years) and players with more than 20 years of experience.

4- Discussion:

There are many factors that affect the player during his attempts to perform, which can be said that his behavior is competitive and therefore “these factors are what cause individual differences in the player’s behavior in competitive situations in general. When we observe a large number of players performing these attempts in a sports activity, we find that some of them He scores constantly and others fail to register. This is due to individual differences, including age (years of sports practice). Competitive behavior does not appear clear in the different age stages. The degree of desire or victory in competition increases with age, as it increases as a functional result of factors including (competition duties, Motivational social factors towards the practice of competitive activity.” (Mutawe’, 1977, p. 120).

Since sports competitions are the real test for testing the individual's physical, skill and psychological abilities, given that competition includes a set of changing situations that require the athlete to positively adapt to them in the presence of competitors, referees and the public, and the superior athlete has a positive behavior that enables him to face competition conditions and pressures. Saying that competitive behavior is related to the variable years of practice because the player needs a period of time to adapt to the team, training, competition and benefit from his previous experiences in order to get used to different competitive situations to rise to his level and win international championships.

results:

The Algerian Football Federation players differ according to the years of practice (experience) for the higher age groups in all the acquired psychological skills.

- The competitive behavior of handball players (Excellent Division) varies according to the years of sports practice (experience) in favor of the more practicing players.

V - Conclusion:

It can be concluded from the results of this study that the years of practice (experience) have an impact on psychological skills and competitive behavior. Therefore, it can be said that the athlete, the longer his experience in sports practice, the higher his psychological skills and competitive behavior.

Among the future hypotheses, we propose a study:

- Psychological skills to perceive the importance of the physical self and its relationship to competitive behavior.
- Psychological skills as a primary solution for recovery from sports injury.

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