

**Aggressive behavior among team sports players. Comparative study of the two sports
(handball – volleyball)**

**A field study for the clubs of handball – volleyball of the state of M'sila Bordj Bou
Arreridj.**

**السلوك العدواني لدى لاعبي الرياضيات الجماعية دراسة مقارنة بين رياضي (كرة اليد-الكرة
الطائرة)**

Lamara Salim

El-arbi Eltebessi University – Tebbesa /lamara.salim@univ-tebssa.dz

Received: 10/06/2020

Accepted: 20/09/2020

Published:17/12/2020

Abstract: The study aims to analyze the aggressive athletic behavior of players of group sports (handball - volleyball). And that is by comparing the two sports, in order to reach to identify the sources of this negative behavior and reduce it in order to form athletes in the level and the advancement and advancement of sports to the first ranks: where the descriptive approach was used, where the study sample was represented in a group of handball players and a group of players Volleyball, where they were 94 players (males of the largest category), and they were distributed in each of the states: (Msila and Bordj Bou Arreridj). The players were chosen in a random sampling method, the researcher used a questionnaire tool, the general aggressive behavior scale.

Keywords:aggressive behavior, group sports, group sports clubs (handball, volleyball)

الملخص: تهدف الدراسة الى تحليل السلوك العدواني الرياضي عند لاعبي الرياضيات الجماعية(كرة اليد-الكرة الطائرة). وذلك من خلال المقارنة بين الرياضتين، من اجل الوصول الى تحديد مصادر هذا السلوك السلبي والتقليل منه من اجل تكوين رياضيين في المستوى والنهوض والرتقي بالرياضة إلى المراتب الأولى: حيث تم استخدام المنهج الوصفي حيث تمثلت عينة الدراسة في مجموعة من لاعبي كرة اليد ومجموعة من لاعبي الكرة الطائرة، حيث كان عددهم 94 لاعب (ذكور صنف أكبر)، وكانوا موزعين في كل من ولايتي: (المسيلة و برج بوعريريج) تم اختيار اللاعبين بطريقة المعاينة العشوائية، استخدم الباحث اداة استبيان، مقياس السلوك العدواني العام - الكلمات المفتاحية: السلوك العدواني، الرياضيات الجماعية، اندية الرياضيات الجماعية (كرة اليد، الكرة الطائرة)

Corresponding author: Lamara Salim: lamara.salim@univ-tebssa.dz

Aggressive behavior among team sports players. Comparative study of the two sports (handball – volleyball)

A- Theoretical aspect

1 / Introduction and problematic study:

The personal traits of athletes taught by sports psychology, among which are: introvertedness, extroversion, delinquency, anxiety, anger, shame, confusion and aggressive behavior that are behavior aimed at trying to injure or cause harm or harm to another person, or as defined by Watson (1979) " is a component of feelings and attitudes that indicate hatred, anger, and ridicule of others, and aggressive behavior take many forms"(Sami Abdul Qawi, 1995, p. 28)

Chaplin stated, "An aggressive behavior is an attack or hostile act directed at a person or thing or showing a desire to outpace other people and is considered a response to frustration." (Abdel Rahman Issawi, 1997, p. 103)

Also, sports psychology studies these cases in all sports, whether they are individual or group sports. Team sport is a group activity like all other activities in society, and more than one person usually participates in a competitive and cooperative atmosphere to achieve a collective and common goal.

Team sports are one of the most important sports in which their players have special personal characteristics, as these sports have a great frictional character among players, especially during competitions. In our research, we try to study aggressive behavior and compare it among some players of team sports (handball – volleyball).

The phenomenon of aggressive behavior in the field of competition between sports teams occupies the interests of researchers in sports psychology, given that it is a phenomenon of great importance in its implications and impact, Its causes are multifaceted and complex in its existence. Some sports field historians

have indicated that since the foundation of sport ,aggressive behavior has been inherent to it.

Team sport also aims to reduce tensions and differences between individuals and groups in order to reach better and stronger human relationships.

we find team sports, including handball and volleyball among sports that play an important role in the lives of individuals through developing a spirit of cooperation, harmony and a sense of responsibilities and duties.

Due to its importance and what sports today define as phenomena of violence, riots, and non-athletic behaviors from the public in general and from the players in particular, we wanted to shed light on the aggressive behavior of handball and volleyball players.

So, team sports players have special behaviors that distinguish them from individual sports players, the difference in the type of sports activity practiced and the nature of the environment in which this activity is practiced changes the degree of aggressive behaviors and their dimensions, which is what causes the researcher to ask the following question:

*Are there statistically significant differences between handball and volleyball players in general aggressive behavior?

2 / Previous studies:

***First study:**

Sir.Ahmed Abdullah Al-Thunyan was titled" Psychological discipline and its relationship to aggressive behavior." Majestar Research.

The study was in Riyadh, and the aim of the study was to reveal the relationship of the source of psychological control to aggressive behavior in terms of:

-Explain the relationship of the source of the aggression to the aggressive behavior.

Aggressive behavior among team sports players. Comparative study of the two sports (handball – volleyball)

- Learn the levels of aggressive behavior according to the point of control.
- Identify the differences in the point of control of the owners of aggressive behavior according to the variable of nationality, grade, age, and type of school division.

Data were collected from a sample of 1431 students from males secondary schools for different grades.

In this study, the scale of the source of control "Ratter" was used, and the second tool was the "Boss" behavior scale, which was translated and codified on the Saudi environment by "Moataz Sayed Abdullah and Saleh Abdullah Abu Obada" in their study entitled Dimensions of Aggressive Behavior in the Comparison process.

And from the results of this study:

- There are statistically significant differences between aggressive behavior and the place of psychological control internally and externally, in favor of internal control.

***Second study:**

Student Rabie Abdel Qader: This study was conducted in 2008 at the University of "Abdel Hamid Ibn Badis, Institute of Physical and Sports Education - Mostaganem - and its topic:" The role of group sports in reducing aggressive behaviors among adolescents "Age Group (12-15 years) Graduation research for a BA in Sports Training, Mostaganem University, 2007-2008 and its aims were as follows:

- The role of team sports in reducing aggressive behaviors.
- Demonstrate the advantages of team sports.
- Searching for the relationship of team sports with aggressive behavior
- Study aggressive behavior of practitioners and compare it to the non-practicing category.

Its results were as follows:

- Beginner players are not characterized by aggressive behavior during their exercise of sport activity, but rather in some of its aspects, and this is due to the newness of their age.

***Third study:**

Students Murabati Muhammad and others (2006_ 2007) "Measuring the Focal Length of sports aggression and comparing it among pupils of the third stage (13_ 15 years)" and aims to measure the degree of Focal Length of athletic aggressive behavior among students (13_15 years), and knowing and determining the Focal Length of aggressive behavior in this category, and comparing the Focal Length Aggressive athletic behavior between the states, and concluded that the students of the third stage do not have the advantage of aggressive athletic behavior during physical and sports education activity, and that there are statistically significant differences between states for the dimensions of measures of aggressive athletic behavior.

***Forth study :**

Students Badjaoui Daraji and others (2003_2004) "The role of team sports in refining aggressive behaviors among third-stage students" (12_15 years), which aims to highlight the role of team sports in building a teenager's personality, highlighting the importance of adolescence and the changes that occur in it, building the individual's personality, and highlighting the role team sports in assessing and refining the behavior of adolescents, and highlighting the seriousness of aggressive behaviors and the risks that can be attached to the individual and society.

The descriptive method was used on the sample of the third-stage pupils (12_15) years, and it was found that there are statistically significant differences

Aggressive behavior among team sports players. Comparative study of the two sports (handball – volleyball)

between students of practitioners for team sports and non-practitioners with regard to material behavior, and the presence of statistically significant differences among students of practitioners for team sports and non-practitioners with regard to verbal behavior, and the absence of statistically significant differences between students of practitioners for team sports and non-practitioners with respect to symbolic aggressive behavior, and the presence of statistically significant differences between students practicing team sports and non-practitioners with regard to emotional control.

***Fifth study :**

Dr. Bin Daghfal Rashid (2011/2012) "The role of some modern teaching methods of physical activity to reduce aggressive behavior among people with special needs, which aimed to identify the role of sports activities in reducing aggressive behavior, the researcher used the descriptive approach to a sample of low dumb deaf students. The tool of the study was the size of the aggressive behavior, the most important results of his research:

- The aggressive behavior of the sample changes according to the teaching method followed.
- Please consider the special needs of the disabled student.

Thoughts on previous studies:

Through these previous studies, it became clear to us that they differed in terms of aims, as they focus on the psychological and sports aspect, such as dealing with aggressive behavior, aggression, team sports, and other topics.

This indicates the importance of research in the psychological aspect and the effectiveness of its results, as previous studies have been used to clarify the general framework of aggressive behavior and the extent of its impact in addition to that some studies have referred to team sports and this is

what clarified some of our ideas and in short we can say that These studies clarified the shape of our study.

3 / partial questions:

-Are there statistically significant differences between handball and volleyball players in attack and assault behavior?

-Are there statistically significant differences between handball and volleyball players in verbal aggressive behavior?

4 / hypotheses of the study:

-There are statistically significant differences between handball and volleyball players in attacking and assaulting behavior in favor of handball players.

-There are statistically significant differences between handball and volleyball players in verbal aggressive behavior in favor of volleyball players.

5 / Objectives of the study:

-Study the aggressive athletic behavior of team sports players (handball – volleyball.)

-Comparing the dimensions of the aggressive behavior between handball and volleyball players.

6/ The importance of the study:

The importance of the research lies in highlighting one of the negative phenomena witnessed by sport in general and team sports in particular, namely aggressive behavior, as the latter affects the player's personality in the first place, and the quality of his performance in the second degree.

In this study, we try to analyze the aggressive behavior of players in some group sports to reduce these behaviors in order to train athletes in the level and the rising and advancement of sports to the first ranks.

7 / Overall terms and concepts of the study:

Aggressive behavior among team sports players. Comparative study of the two sports (handball – volleyball)

1-7Aggressive behavior: The behavior that comes from feelings and motives characterized by the desire of destruction and Bad intention, or it can be said about trying to inflict people's lives, property, reputation, or beliefs without a clear and reasonable cause. (Qasim, 2001 p. 483)

- **Procedurally** :It is the behavior that the child assaults on himself or others, and the purpose of hurting them either verbally like: cursing, insulting and offensive talk, or describing others with bad words, or strifing discord among them, or actually through the child's use of his own body parts, such as hitting, biting and kicking.

2-7Competition: A qualitative athletic achievement in which performance is evaluated (Mohamed Abdel-Fattah, 1995, p. 224)

- **Procedurally** :An individual/group sports activity in which the athlete exerts his utmost "mental, physical and psychological" capabilities in order to win.

3-7Team sports: It is a purposeful social activity or an enjoyable educational and recreational medium that takes on a collective nature, no matter how more than one person participates in a competitive atmosphere to achieve a common social goal, as there is a great interaction between athletes and this interaction results in what we call the collective dynamics.

- **Procedurally:** A distinctive type of sports that develops the spirit of cooperation and working within a team, which makes it different from individual sports.

4-7Volleyball: It is a team game played between two teams, each consisting of six players, on a stadium divided by a net and lines 5 cm wide, and the ball is played by hitting it with hands, arms, thigh and foot. (Salem Mahmoud Daffar, 2005, p. 135).

- **Procedurally:**A team game where the ball is played in the air between two teams separated by a net between them, on a court 18 meters long and 9 meters wide.

7-5 Handball: It is a team game where each team consists of seven players. It is practiced in closed halls or outdoor playgrounds.

- **Procedurally:**It is a team sport in which the two teams have 7 players each to compete (6 court players and one goalkeeper). Players share the ball to each other and try to throw it into the opponent's goal to score. Handball matches consist of two halves of 30 minutes each.

B- The applied side:

8 / Methodological approaches of the study:

8-1 Survey Study:

The researcher conducted several interviews with the coaches and players of some sports clubs of handball and volleyball teams of Mssila, as well as the clubs of Bordj Bou Arreridj, including the Esperance Mssili handball club and the Bordj Bou Arreridj handball club,As well as the "Star Sports Al-Mssili"of volleyball, which aimsto provide detailed explanations about the scale applied in order to avoid ambiguity and misunderstanding, it was directed to Seniors for both sports regarding the extent of compatibility and agreement with this category and the objectives of the current study.

8-2 Research Methodology:

The descriptive approach, which is one of the most used approaches in scientific researches which is suites our research problem.

8-3 -1 Research Society:

Represented in senior handball and volleyball players class, they are about 94players to both of Mssila and Bordj Bou Arreridj clubs, and they are as

Aggressive behavior among team sports players. Comparative study of the two sports (handball – volleyball)

follows: Handball clubs: - M'sila: Esperance Mssila of handball, Olympic Mssila for handball.

-Bordj Bou Arreridj: Bordj Bou Arreridj Youth Handball.

Volleyball clubs: - Bordj Bou Arreridj: Bordj Bou Arreridj volleyball club -M'sila: Volleyball Star of Mssila / Pioneer youth volleyball M'sila

8-3 -2 Research Sample:

All senior handball and volleyball clubs were counted, which were 4 clubs in the municipalities of Mssila and Al-Burj distributed as shown in Table 1: which represents the distribution of the research sample (handball group). Where the analysis took place (by comprehensive inventory method).

Table No. 1 Distribution of the research sample (handball group):

Handball		Sex	Item	Teams number	Team's name	Number of Players	Total number in each state	Total number
	Argeridj	M'sila	Male	Senior	2	Taraji M'sila Handball" team	18	34
M'sila Handball Olympic Team".						16		
Bou Arreridj		Male	Senior	1	"Bouarj Bou Arreridj Handball Team".	18	18	

Table No. 2 Distribution of the research sample (volleyball group):

volleyball		Sex	Item	Team's number	Team's name	Number of Players	Total number in each state	Total number
	M'sila	Male	Senior	2	M'sila Volleyball	14	28	42

					Sports Star Team			
					- "The pioneering youth team of M'sila Volleyball.	14		
	Arreidj	Male	Senior	1	- " Bouarj Bou Arreidj youth volleyball team".	14	14	

9 /Data and information collection tools:

9-1 The general measure of aggressive behavior:

In order to measure the focals of the athletic aggressive behavior of each player, we selected the general aggressive behavior scale test designed by Muhammad Hassan Allawi.

9-2 The psychometric characteristics of the instrument:

A- The stability of the test: known by the presenter Abdel Hafeez: "The stability of the test is the extent of accuracy, coordination, or stability of its results if it was applied to a sample of individuals on two different occasions (Presenter Abdel Hafeez, 1987, p. 56)

B- Arbitration of the test: The scale that is in our hands was designed by "Mohamed Hassan Allawi" after it was studied in several aspects and judgment by doctors specializing in this field, until it was applied to the Egyptian environment, so we had to judge and amend it to be ready To measure what we want to measure, we presented it to 5 doctors at the Institute of Sciences and Techniques of Physical and Sports Activities at the University of M'sila and after

Aggressive behavior among team sports players. Comparative study of the two sports (handball – volleyball)

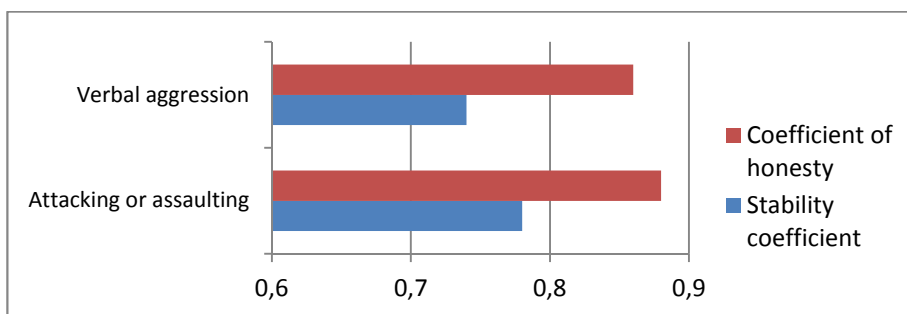
studying it , it was approved that it is valid for its application in the Algerian environment and is also appropriate to answer the research hypotheses.

C- The validity of the test: The degree of honesty is considered the most important factor for the quality and validity of the tests and measures, and the validity of the test or scale indicates the degree to which a measure extends for what was set for it. (Al-Bahi Al-Fouad Al-Sayed, 1978, p86) .

In order to verify the validity of the test, we used the self-validity, which is measured by calculating the square root of the coefficient of test stability, as shown in Table No. (3)

Table No. (3): Shows the results of the reconnaissance experiment in the governorate ofM'sila (Tarji El-M'sila handball team

Sig Dim	Sample size	DF	Sig. level	Stability coefficient	Coefficient of honesty	Correlation coefficient of Pearson
Attacking or assaulting	8	7	0.05	0.78	0.88	0.66
Verbal aggression				0.74	0.86	



Figure(1) : shows the results of reconnaissance experiment in the governorate ofM'sila (Tarji El-M'sila handball team)

Through Table (3), we conclude that the test has a high degree of validity, and this is because the calculated values for the self-honesty factor.

The test came between 0.88 and 0.86, which is greater than the international value for the correlation coefficient of 0.66 at the degree of freedom (n -1) which equals 7 at the significance level of 0.05.

10 / - Procedures for field application of the study:

The study was conducted by distributing the questionnaire forms to the following club teams:

A- For the clubs of –M'sila:

- "The Taraji M'sila Handball team"
- "The M'sila Handball Olympic Team."
- "M'sila Volleyball Sports Star Team"
- "The pioneering youth team of M'sila Volleyball."

B- for the clubs of Bordj Bou Arreridj Province:

- "The Bouarj Bou Arreridj Handball Team."
- "Bouarj Bou Arreridj youth volleyball team."
- This was done during the 2010/2011 season.

11 / - Statistical methods used in analyzing the results:

It is considered as one of the most important ways to understand the basic factors that affect the studied phenomenon by reaching results that are analyzed and discussed after that. Knowing that each researcher has special statistical means that are appropriate to the type of problem and its characteristics, the researcher relied in this study on the following statistical equations:

*SMA. *standard deviation. *Pearson correlation coefficient. * Significance test - T.

**Aggressive behavior among team sports players. Comparative study of the two sports
(handball – volleyball)**

12 / Presentation, interpretation and discussion of results:

First: Presentation and analysis of the results:

Table No. (04): It shows the results of attacking and assaulting behavior in handball and volleyball players :

the group Dime	first group (Handball)			second group(Volleyball)			T Cal	T Tab	Sig
	SMA	std	var	SMA	std	var			
Attack and assault	26.2	6.53	42.6	22.2	7.64	58.3	2.71	1.65	significan nt

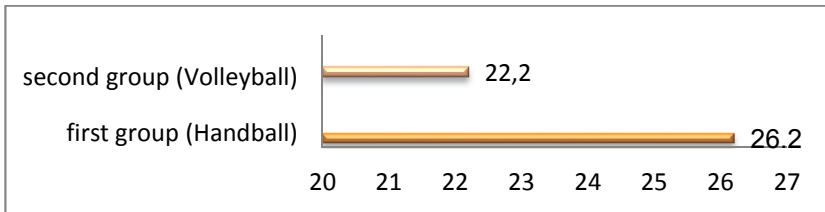


Figure No. (02): It shows the results of attacking and assaulting behavior in handball and volleyball players :

It is clear from Table No. (04) that includes the results of attacking and assaulting that there are statistically significant differences between handball and volleyball players in terms of attacking and assaulting in favor of handball players, and this is shown by the calculated value of (T), which is estimated at (2.71) This value is greater than the scheduled value of -T- at the significance level (0.05) which is equal to (1.65), and this means that handball players are more attacking and assaulting than volleyball players and these results can be returned to the nature of handball It is based on competition with the strength of the body and direct confrontation, which provides an opportunity for hitting, engagement

and direct contact with the opponent, and thus Notice the attack and attack behavior clearly (Rajaa Mahmoud Abu Allam, 1986, p. 187)

2- Study of the statistical differences between the handball and volleyball group in terms of verbal aggression:

Table No. 05 shows the results of handball and volleyball players in verbal aggression:

the group Dim	first group (Handball)			second group (Volleyball)			T Cal	T Tab	sig
	SMA	std	Var	SMA	sd	var			
Verbal aggression	24.8	6.48	41.9	26.1	6.1	37.2	- 0.96	1.65	insignifi cant

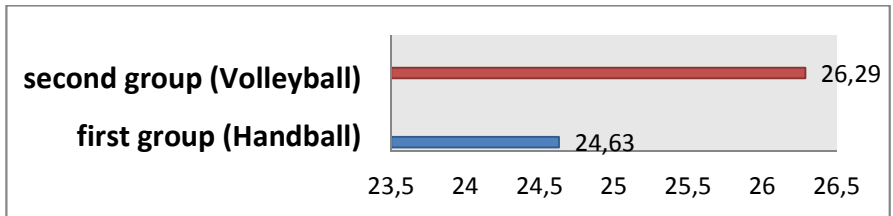


Figure No. 03 shows the results of handball and volleyball players in verbal aggression

It is evident from Table No. (05) that includes the results of verbal aggression that there are no statistically significant differences between the players of handball and volleyball in terms of verbal aggression, and this is shown by the calculated value of (T) estimated at (-0.96) and this value Smaller than the scheduled value of -T- at the significance level (0.05) which is equal to (1.65), and this means the results of verbal aggression between handball players and volleyball

Aggressive behavior among team sports players. Comparative study of the two sports (handball – volleyball)

Second: Discussing the results:

A - The first hypothesis:

It states that there are statistically significant differences between handball and volleyball players in offensive behavior and assault in favor of handball players".

Through table No. (04), which shows the results of handball and volleyball players in attack and assault, and after calculating the value of $-t$ -- for this dimension between the two sports, it was found that there are statistically significant differences between the two sports in attack and assault.

And it became clear to us through the statistical treatment of the results obtained that handball players are characterized by the behavior of attack and assault is greater than that of volleyball players, and therefore the first hypothesis has been achieved.

Osama Kamel Ratib confirmed this in his book "Sports Psychology" that handball encourages aggressive behavior to a limited degree (Osama Kamal Ratib, 2000, p. 213).

In addition to the acquisition of some handball players of attacking and aggressive behavior by a greater percentage than that of volleyball players, this is due to the character of aggression and attacking for handball players, which is also due to the large number of movements of players on the field and the speed of access to the opponent's goal, which facilitates responses to offensive behavior as a motivation for defense Against the opponent.

And as we have already mentioned, all handball players attack except for the goalkeeper and in the case of defense all players defend this, which increases the rate of attack and assault among the players. (Munir Gerges, 1994, p. 30)

This was indicated by some studies conducted on the collective teams, as they confirmed an increased frequency of aggressive behavior among the defenders to a greater degree than the attackers (Hilal Abdel Karim, 1995, p. 97)

The audience's encouraging of the handball player who performs offensive and aggressive behavior also increases the player's persistence in this, and this also constitutes an incentive for the rest of the players to repeat this behavior.

B- The second hypothesis:

Which states that there are statistically significant differences between handball and volleyball players in verbal aggressive behavior in favor of volleyball players" .

Through table No. (05), which shows the results of handball and volleyball players in verbal aggression, and after calculating the value of -T- for this dimension between the two sports, it was found that there are no statistically significant differences between the two sports in verbal aggression.

It became clear that through the statistical treatment of the results obtained that handball and volleyball players are distinguished by aggressive verbal behavior between them in terms of the value of the results, and therefore the second hypothesis has not been fulfilled.

Some studies showed that the defeated player or team resorted to aggressive behavior to a greater degree than the winning team/player and this showed the convergence of the results of verbal aggression between handball and volleyball .

The team's ranking in sports competition in both handball and volleyball is an obsession for all players and all teams. The team's arrangement is related to aggressive behavior. The teams occupying the rear show a greater degree of verbal aggression against the teams occupying the foreground and the

Aggressive behavior among team sports players. Comparative study of the two sports (handball – volleyball)

participation of handball and volleyball in this element. The difference in results between them reduced verbal aggression. (Trieste Anoya, 2002, p. 86)

In addition to the ignorance of team sports athletes of the rules of volleyball and volleyball, this ignorance leads to aggressive behavior during matches through their actions that are not consistent with the specific rules for how to play team games (Muhaimidat Rashid, 2011, p. 139)

The lack of fitness , skills as well as the presence of frustration are common factors between handball and volleyball, which increases the severity of verbal aggression.

13 /Conclusions and suggestions:

1. Conclusions

- Handball players are characterized by two behaviors of aggressive behavior: assault and verbal aggression.
- Volleyball players are characterized by indirect aggression.
- There is a significant impact of the aggressive athletic behavior on players in achieving athletic results.
- Control of assault and verbal aggression on the majority of handball and volleyball players.
- The degrees of indirect aggression were low compared to the results of the attack and assault.

2. Suggestions:

- Preparing players psychologically during training and athletic competitions.
- Selecting and applying of the latest methods during psychological preparation for players.
- Paying attention to team sports as a school for developing a spirit of cooperation between individuals and tolerance.

- Disseminate research concerned with aggressive athletic behavior in most sports.
- Raising the level of the referees of these sports in order to gain the confidence of the players, which leads to reduced aggressive behavior.

List of references:

Books:

- Sami Abdel-Qawi: Physiological Psychology, Maktabat El_nahdha El_masriya, 1st edition, Egypt, 1995.
- Abdul Rahman Al-Essawi: criminal Psychology, Dar El-rattib El-Jamiia, 1st edition, Beirut, 1997.
- Qasim Hassan Hussein: The comprehensive sports and physical encyclopedia, Dar Al Fikr Liltibaa wa El-nashr wa El-tawzii, 1st edition, Cairo.
- Mohamed Abdel-Fattah Annan: The Psychology of Physical Education, Dar El-fikr El-arabi, 1st edition, Cairo, 1995.
- Presenter Abdul Hafeez: Statistics, Psychological and Educational Measurement, Diwan El-matboot El-jamiia, 1st edition, Algeria, 1987.
- Pain Mahmoud Maggaf: Encyclopedia of Team Games, Dar Al-Osra LilNashr wa El-tawzii, 1st edition, Beirut, 2005.
- Al-Bahi Al-Fouad Al-Sayed: Statistical Psychology and Measurement of the Human Mind, Dar Al-Fikr Al-Arabi, 2nd edition, Cairo, 1978.
- Rajaa Mahmoud Abu Alam: Educational Psychology, Dar Al-Qalam LilNashr wa El-tawzii, 4th edition, Kuwait, 1986.
- Osama Kamel Rateb: Sports Psychology, , Dar Al-Fikr Al-Arabi, 3rd edition, Cairo, 2000.
- Munir Gerges Ibrahim: Handball for All, Dar Al-Fikr Al-Arabi, 4th edition, Cairo, 1994.
- Hilal Abdul-Karim: Sports Psychology, Dar Al-Hekma LilTibaa wa El-nashr, 1st edition, Iraq, 1995.

Aggressive behavior among team sports players. Comparative study of the two sports (handball – volleyball)

-Teres Adiyusho Anoya: The Mathematical Guide to Psychological Preparation, Dar Wael LilNashr, 1st edition, Jordan, 2002.

-Osama Kamel Ratib: Training of psychological skills (applications in the sports field), Dar Al-Fikr Al-Arabi, 1st edition, Cairo, 2000.

Articles:

-Bin Daghfal Rashid, The Role of Some Modern Teaching Techniques of Physical Activity in Reducing Aggressive Behavior among People with Special Needs, Majallat El-eibdaa El-riadhi, Volume No. 02, No. 01, 2011, pp. 51-62

-Hamidat Rashid, the extent of the effect of football sport on the behavior of players during matches, Majallat El-eibdaa El-riadhi, Volume 02, No. 03, 2011, p. 139