

PSYCHOLOGICAL ANXIETY AND ITS RELATIONSHIP TO SOME TYPES OF HANDBALLS SHOOTING AMONG STUDENTS OF THE COLLEGE OF PHYSICAL EDUCATION

^{1*}**Muhammad Mu'adh Arif**

^{1*}*University of Babylon / College of Physical Education and Sports Sciences/Iraq.*

Corresponding Author:

mahmoud.kaid@uobabylon.edu.iq

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ABSTRACT

Physical education is witnessing clear and tangible progress in all sports activities, reaching high levels of achievement through training and the integration of various sciences to enhance skill performance. Among these sciences that directly impact student results is sports psychology, where psychological factors play a significant role in achieving goals and winning championships. These factors influence student performance and can contribute to the execution of technical and tactical duties. Therefore, psychological anxiety is a significant psychological factor, observable through an individual's behavior and responses to new athletic situations during skill-based training. Progress in athletic performance is essentially a result of functional and psychological adaptations occurring within the internal system, leading to an increase in an individual's functional abilities. The degree of impact varies depending on the nature of each activity, the duration of practice, and the playing style in handball. Handball is a team sport that has long attracted the attention of many enthusiasts eager to witness the remarkable skill displayed by students. Handball differs from other sports in the level of athletic skill required, which increases with increasing importance, particularly during academic years. The importance of this research lies in studying psychological anxiety and its relationship to certain types of handball shooting among students at the University of Babylon - College of Physical Education and Sports Sciences - who practice handball shooting. The research also compares these students across different academic years to identify which age groups exhibit the highest levels of psychological anxiety.

Keywords: *Psychological, Anxiety, Handballs, Physical Education.*

INTRODUCTION

The development that has occurred is an inevitable result of all aspects of life, as football is one of the games that has been subjected to scientific principles and foundations. This is the secret behind this rapid and successive development in performance, which includes methods of play and defensive and offensive techniques. There is no doubt that the development that has occurred in the sports field in general and football in particular. The game of football encompasses physical fitness, technical and tactical performance, and psychological preparation of the players. Basic offensive skills are a cornerstone for a football player, enabling them to overcome the opponent's defense. Shooting is a key offensive skill and a primary means of determining the final score for both teams. Shooting accuracy is influenced by several factors, both positive and negative, including psychological factors, which are crucial and significantly impact scoring accuracy. Given this importance, many sports specialists have conducted in-depth studies on psychological factors and their relationship to athletic performance, exploring how these factors can be leveraged to enhance athletic achievement. Therefore, this research aims to study and evaluate psychological stress in football players, recognizing it as a psychological state with a direct impact on athletic performance. Understanding this stress level allows coaches to tailor psychological preparation strategies to minimize its intensity and impact on the athlete's performance. Football is a team sport where psychological factors play a prominent and undeniable role. An athlete participating in tournaments without adequate psychological preparation may exhibit certain negative traits. The psychological factors that hinder athletic performance.

The individual is considered one of the fundamental pillars upon which societies are built in their journey towards progress and civilizational development. Therefore, we must pay close attention to the individual and the contributions and achievements they make throughout their life. Physical education is an integral part of the development of societies, witnessing clear and tangible progress in all sporting activities, which...

This leads to achieving goals and reaching high levels of performance. One of the sciences that plays a prominent role in raising the level of athletic performance is sports psychology.

Sports psychology is the branch of psychology that investigates the impact of psychological factors on athletic performance. This science examines the interaction of the mind and emotions with physical performance and how performance can be improved by controlling psychological factors. One of these factors is anxiety.

This research aims to study the impact of anxiety on the performance of handball players and how to effectively manage it to achieve their maximum potential in this highly competitive sport and other sports. Additionally, this research focuses on studying anxiety among third-year students in the Faculty of Physical Education and Sports Science, as this analysis can be particularly important for understanding and supporting female athletes and improving their performance in the sports field. Anxiety is a psychological state that can significantly affect an individual's performance in sports activities. It can be defined as the feeling of worry and apprehension that accompanies players and athletes during their performance in sports activities. This anxiety can stem from fears of failure or psychological pressures related to performance, and it can negatively affect an athlete's focus, self-confidence, and belief in the results they can achieve. Understanding the impact of anxiety on athletic performance is crucial, especially in highly competitive sports like handball. Achieving success and winning is an integral part of this sport, making anxiety management essential for achieving it. This research aims to investigate the impact of anxiety on handball players' performance and how to effectively manage it to maximize their potential in this highly competitive sport and others. Furthermore, this research focuses on anxiety among third-year students in the Faculty of Physical Education and Sports Science, as this analysis could be particularly valuable for understanding and supporting female athletes and improving their performance in sports.

RESEARCH PROBLEM

The psychological preparation of an athlete has a significant impact on their level of achievement and athletic performance. It is through this preparation that the athlete's maximum potential can be unleashed. Anxiety is one of the psychological characteristics that greatly influences the achievement of athletic goals. Anxiety is one of the most important contemporary problems addressed by sports psychology, as it represents one of the fundamental dimensions of an athlete's emotional experiences. Therefore, anxiety is considered one of the most important psychological phenomena affecting human behavior in general, and athletes' behavior in particular.

One of the most important reasons for failure may be psychological anxiety. Understanding this psychological phenomenon helps us develop one of the important factors that contribute to successful shooting.

There is a difference in the degree of anxiety before, during, and after stressful situations related to athletic competitions. Thinking about a stressful or anxiety-provoking situation before it occurs affects personal functioning, as anxiety is one of the factors influencing an athlete's performance. However, actual exposure to that situation reduces its impact and lowers the level of anxiety, which in turn affects athletic performance. Therefore, there is a growing interest in using measures that assess anxiety in specific situations (such as competitive sports). The researcher, a third-year student, decided to conduct this study to investigate the causes of anxiety during practical handball lessons and to determine the extent to which psychological anxiety affects the smooth execution and accuracy of handball shooting.

Research Objective:

- To identify the level of psychological anxiety and its relationship to shooting skills among students.

Research Hypothesis:

- There is a correlation between psychological anxiety and certain types of handball shooting.

Research Areas

- Human Scope: Third-year students at the College of Physical Education and Sports Sciences, University of Babylon, 2024-2025.
- Temporal Scope: From October 27, 2024 to April 7, 2025.
- Spatial Scope: The indoor hall at the College of Physical Education and Sports Sciences, University of Babylon.

THEORETICAL FRAMEWORK OF RESEARCH PSYCHOLOGICAL ANXIETY IN SPORTS

Psychological anxiety is considered one of the most significant problems facing most athletes. It has many negative effects, such as wasting physical energy and depriving athletes of the enjoyment of sports. Furthermore, anxiety can weaken an athlete's self-confidence when they believe they are incompetent. It can also cause internal conflict leading to physical injury and is often a major reason for abandoning or retiring from sports prematurely. (Rateb, 1997, p. 272).

Psychological anxiety arises when there is an imbalance between what the athlete perceives and what is required of him in the environment, and between what he perceives in terms of his preparations for sports matches. Also, when the athlete is under the pressure of psychological anxiety as the date of the match approaches, he will feel an increase in heart rate and muscle tension. Continued psychological anxiety makes the muscles tense and this leads to the arousal of anxiety, and then it works against the desired result. The psychologically tense athlete shows weakness in memory and weakness in concentration and the emergence of thoughts that are difficult to control. Among the manifestations of psychological anxiety are distrust of people and distrust of friends and feeling chronic fatigue despite exerting physical effort that explains it. To protect against the symptoms associated with psychological anxiety, the player must feel that there is a balance between the demands imposed on him and his capabilities. (Mutawa, 1997, p. 70)

Forms of Anxiety: Evidence suggests that anxiety arises from negative thoughts and changes in arousal as a response to the environment. However, there are two patterns of anxiety depending on which occurs first: negative thoughts or changes in arousal, as follows:

Environmental Variables Consultation Negative Thoughts..... = Anxiety

Environmental Variables..... Negative Thoughts Consultation..... = Anxiety

In Form (2), it is clear that negative thoughts precede increased consultation, while in Form (1), consultation symptoms occur first, followed by negative thoughts. Therefore, the environment itself is not the cause of anxiety, but rather the interpretation of the environment. That is, negative thoughts make the environment a source of threat and anxiety. In other words, it is the athlete's perception of their surrounding environment, not the environment itself, that shapes the nature of their emotions. However, this does not negate the fact that there are environmental conditions that represent a source of anxiety for the athlete, or at least we can assume that some environmental events lead to negative thoughts more than others. The term "psychological anxiety" is one of the most frequently used terms today, yet it is also one of the most misused, even by specialists. One of the main reasons for this confusion is that it is sometimes used to refer to the force causing the disturbance ("stressors"), sometimes to refer to a process of imbalance, and at other times to mean the individual's efforts to adapt and restore equilibrium. (Karim, 2011, p. 284) Both Cover and Abley view anxiety as a state of danger to which the individual is exposed to such a degree that they need to dedicate all their energies to protecting themselves. Psychological anxiety, as a concept, refers to a change in the state of psychological equilibrium arising from functional manifestations perceived as threatening to the individual or the self. Psychological anxiety is

diagnosed based on physiological responses to environmental stimuli that can be assessed as threatening to the individual's self. (Muhammad, 2005, p. 191)

As Lazarus pointed out, anxiety occurs when demands become overwhelming for the individual and threaten their coping mechanisms. This aligns with McCrath's view that anxiety is the anticipation of being unable to respond effectively to a perceived demand, as the state of anxiety is linked to the expectation of negative consequences from an inappropriate response. (Fahmy, 1997, p. 63)

Anxiety can be positive or negative, and any activity an individual undertakes can lead to stress. This anxiety exists at different levels and can be physical or psychological. Physical anxiety requires a physical response, and severe environmental conditions can create psychological stress, such as the loss of a loved one or something precious. How an individual deals with stress is an important aspect of anxiety regulation. Biologically, a body under stress will attempt to maintain its internal balance. Therefore, the body's response to stress can be either passive tolerance or escape, or active tolerance or confrontation. 2-1-2 Causes of Psychological Anxiety

Psychological stress has many causes, which may be direct or indirect. Direct causes result from the increasing demands and pressures of daily life. Indirect causes have been classified by Charloert and Nathan into several types, including: (Alawi et al., 1999, p. 171).

1. Emotional stimuli, including morbid fears and various types of anxiety.
2. Family stimuli, including marital discord, role ambiguity, and family problems.
3. Social stimuli, related to interaction with people and social anxiety.
4. Chemical stimuli, such as drug and alcohol abuse.
5. Physical stimuli, such as disorder, pollution, and others.

In the field of sports, there are causes that lead to psychological anxiety, as follows: (Abd al-Salam, 1988, p. 261)

1. An imbalance between the athlete's perception of what is required of them by the environment and their perception of their own abilities.
2. How an athlete perceives events: There is a positive perception of events and a negative perception of events.
3. The athlete's response to the environment in the form of stimulation, which is a type of activation of the mind and body. For example, when an athlete experiences anxiety, they quickly try to discover the cause and usually blame the environment. For instance, one athlete might be playing in front of a large audience and see it as an opportunity to showcase their skills, giving their best performance. Meanwhile, another athlete might be fearful and confused about making mistakes or falling short in their performance in front of the same audience. We observe that the environmental stimulus is the same—the presence of a large audience—but one athlete might perceive it differently.

These include headaches, neck and back pain, diarrhea or constipation, intestinal irritation, general discomfort, fatigue and indigestion, increased sweating, leg and hand pain, cold hands and feet, rapid leg movements and irregular breathing, loss of appetite, and overeating. (Al-Yassiri, 2001, p. 3).

1. Behavioral (Emotional) Manifestations: Psychological research indicates that emotional manifestations include anger, fear, sadness, depression, shame, and jealousy. Other manifestations of anxiety include lip licking, thumb sucking, and nail biting. (Hassanein, 2000, p. 308) Johuson adds to this, "self-hatred, low ego, lack of self-confidence, and drowsiness".
2. Mental Manifestations: These are manifested in mental disturbance, memory impairment and forgetfulness, poor concentration and distractibility, the emergence of intrusive thoughts, as well as impaired performance and reduced ability to cope effectively with life situations.

METHODS OF COPING WITH ANXIETY

Several methods are common among athletes for coping with anxiety, such as listening to specific music, soaking in a warm bath, hypnosis, yoga, autogenic training, and visualization. All these methods are effective. Sports psychologists use methods such as the following: (Mahjoub, 2002, p. 10). Progressive muscle relaxation - Nutrition, as well as massage, is a means of relaxing muscle fibers and helps lengthen muscles that shorten due to repetitive strenuous athletic performance. It also prevents fatigue, soothes pain, and reduces anxiety. Massage also relieves tension on the nervous system. (Hantoush, 1987, p. 276).

All these methods have no negative effects and represent a valuable psychological skill that benefits athletes regardless of the sport. Despite the numerous methods for coping with anxiety, they all fall under at least one of the three approaches to reducing anxiety: the environment, the level of arousal, and negative thoughts. Changing the environment helps reduce anxiety, but the crucial point is determining which method is best for the athlete: physical relaxation or cognitive relaxation. Understanding the athlete's anxiety profile helps them choose the appropriate method, as illustrated in the following figure: (Hantoush, p. 277)

- Anxiety Profile(1)
- Environmental Stimuli.....Arousal.....Negative Thoughts.....=Anxiety
- Relaxation Techniques
- Physical Cognitive Relaxation Techniques
- Anxiety Profile(2)
- Environmental Stimuli.....Negative Thoughts Arousal = Anxiety
- Cognitive Relaxation Techniques
- Physical Relaxation Techniques

Factors Contributing to the Emergence of Psychological Hesitation: (Talib, Kamel, 1993, p. 61)

Psychological Hesitation as a Trait A certain psychological state can affect an athlete at specific times, and several factors can contribute to or reduce its occurrence, including: (Abdul Hussein, 1999, p. 65)

1. Boredom: One of the important factors agreed upon by psychologists is boredom. Boredom here refers to the fact that a person who performs a certain task for a long period will hesitate or become averse to continuing.
2. Knowing the Goal: An athlete who trains towards a specific goal will be motivated. Working without a goal is unproductive and boring. Therefore, the coach must help the athlete set a suitable and achievable goal so that the training has value and the athlete can track their progress.
3. Awareness of One's Abilities and Potential: A person who knows their progress and potential for success progresses faster than someone who trains without this awareness. Therefore, the coach must be keen to help the athlete understand their abilities, successes, and failures.
4. Rewards and Encouraging Words: When an athlete receives rewards for a specific response, it reinforces the desired response. Furthermore, it allows others to acknowledge their achievements, and even a simple word of encouragement can be beneficial. The coach may lead to a tangible improvement in the athlete's abilities. (Talib et al., 1993, p. 61)
5. The attractiveness of the activity and the negative attitude towards it: An athlete's attraction to a particular activity over others is the sole motivation for participating in that activity. A negative psychological attitude towards sports is a significant characteristic of engaging in the activity. Therefore, it is considered one of the important factors that influence an individual's decision to participate in, engage with, or avoid the activity. Based on this, a negative attitude towards sports leads to avoidance of this type of activity and poor performance.
6. Thinking under significant psychological stress: Thinking under conditions of significant psychological stress and physical exertion makes the athlete prone to delays in decision-making and inaccuracy in execution. This phenomenon is evident and does not require empirical proof. We all feel and have experienced several instances that indicate a weakened ability to think when burdened with significant psychological pressures or when physically exhausted.
7. Negative relationships with the physical education teacher: This characteristic is usually observed among students who are weak in sports, as they feel Often, the teacher doesn't understand them, doesn't help them, and doesn't give them a fair opportunity to improve their level. Few students have a positive relationship with their teacher. (Qahtan, 2001, p. 7)
8. Willpower: This is a characteristic of weak students, as a lack of willpower is usually accompanied by a lack of determination to overcome difficulties and hesitation.
9. Introversion: Failure sometimes leads to social withdrawal. We see students who are weak in sports reluctant to attend physical education classes, and often they don't want to go to school on days when physical education is in class.
10. Prior Experience: Prior experience has a significant impact on determining an athlete's state before competitions. Limited experience and a lack of practice will expose the individual to a state of initial apathy and indifference, which is usually...

SHOOTING:

- Shooting is the primary skill through which a team can achieve victory in a match.
- Shooting is the culmination of all basic offensive skills. All offensive passes are crowned by accurate shooting and scoring the points that determine the team's victory.

Hence, the importance of shooting is clear. Therefore, those interested in teaching this skill strive to employ all methods and techniques to develop performance in this crucial skill of the game. (Dhanoon, 2011, p. 33)

Shooting is one of the most important skills that a football player must master and is one of the means of offensive play. Shooting is not only an exciting part of the game but also the most important part of offensive play. This skill translates all player movements into scoring goals. Shooting also has a significant impact on the team's morale, boosting competitiveness and increasing the chances of victory. Proficiency in shooting can raise team morale, enhance their abilities and efficiency, raise player aspirations, improve their performance, and motivate them to exert maximum effort to win. (Hatem, 2014, p. 50)

Key points to emphasize when teaching shooting skills: (Salman, 2010, p. 210)

1. Maintaining the highest level of concentration during shooting, especially focusing on the target.
2. Consistent practice of shooting, as it relies on continuous repetition, which builds the self-confidence that players fundamentally need.
3. Practicing shooting under various match conditions (while moving, stationary, jumping, with or without a defender, at rest, and when fatigued).
4. Controlling the ball and maintaining a relaxed body posture.
5. Launching the ball towards the goal.
6. The ball is always under the control of both hands before scoring.
7. The ball's trajectory in the air involves a counter-rotation in most types of shots.
8. The hand not involved in scoring should be in a position that helps maintain balance and protects the ball from the opponent until the shot is completed.

SIMILAR STUDIES

1. Al-Bayati's Study (2004): Developing and Standardizing a Scale for Psychological Stress in Advanced Team Sports Players.

The study aimed to:

- Develop and standardize a scale for psychological stress in advanced team sports players.
- Determine the levels of psychological anxiety among advanced team sports players.

The study sample included:

1. The scale development sample, which consisted of (120) advanced players in the team sports of football, handball, and volleyball.
2. The standardization sample for the scale included (410) advanced players in the same team sports from clubs in the governorates of Babylon, Karbala, and Najaf.

The descriptive method was used as it was suitable for the nature of the research problem. In the field research procedures, the researcher developed the scale, identifying three domains representing psychological anxiety: the physiological domain, the mental domain, and the emotional domain. The scientific parameters of the scale included validity, as the initial version of the scale was presented to a group of experts in the fields of psychology, education, sports psychology, and testing and measurement to assess the validity of the items, as well as to verify the validity of the five-point rating system for responses and reliability.

The statistical methods included the arithmetic mean, standard deviation, standard score, and the discriminatory power of the items using the extreme groups method and internal consistency.

The most important conclusions reached by the researcher are: Developing a scale for psychological stress among advanced players in team sports.

- Determining the levels of psychological anxiety for the participants using a five-level scale (very high, high, medium, very low).

The researcher recommended the following: Using the current scale with trainers to determine the levels of psychological anxiety among advanced players in team sports, intoeal with the player in a scientifically sound manner.

SIMILARITY AND DIFFERENCE BETWEEN SIMILAR STUDIES

The sample in the previous study was male, as in the current study. - In Al-Bayati's study, the descriptive approach using a survey method was used, which is consistent with the current study. - In the previous study, the psychological frequency scale was applied, which is consistent with the current study.

THE EXTENT OF BENEFIT FROM SIMILAR STUDIES

The extent of benefit is consistent with the fact that all methods used to cope with anxiety do not have negative effects and represent a valuable psychological skill that benefits the athlete regardless of the type of sport. Despite the multiplicity of methods for coping with anxiety, they do not deviate from using at least one of the three approaches due to the lack of Anxiety, which is specifically (environment, level of arousal, negative thoughts), and knowing the player's anxiety profile is what helps him determine the appropriate approach.

RESEARCH METHODOLOGY

1. Research Methodology: The researcher used the descriptive method with a correlational approach, as it was the most suitable for achieving the research objectives and hypotheses.
2. Research Population and Sample: The research population consisted of third-year female students from the College of Physical Education and Sports Sciences at the University of Babylon, totaling 25 students from one section. They were selected purposively, with 5 students chosen for the pilot study, bringing the total to 25 students for the main study. The homogeneity of the research sample was determined as shown in Table (3-1).

Table (1). shows the variables (height, age, weight).

Variables	Score	Mean	Median	Standard Deviation	Skewness Coefficient
Height (cm)	67	63	12.99	0.76	0.8
Age (years)	22	24	3.96	0.44	0.6
Weight (kg)	67	63	11.99	0.96	0.76

The results indicate the homogeneity of the sample, as the skewness coefficient was less than (± 1). This is a good indicator of a normal distribution, thus confirming the homogeneity of the sample.

Data Collection Methods, Information Tools, and Equipment Used in the Research:

- Arabic and Foreign Sources and References.
- Tests and Measurements.
- Personal Interviews.
- Regulation Handball Court.
- 3Basketballs.
- Whistle.
- Observation

FIELD RESEARCH PROCEDURES

1. Field Research Procedures: Based on the procedures and the type of descriptive study related to the phenomenon under investigation, the researcher adopted a scientific approach to select psychometric measurement tools based on the following scales to achieve the study's objectives.
2. Psychological Anxiety Scale: To develop the initial step of the psychological anxiety scale, the following methods were followed:
 - Reviewing the literature and theoretical studies related to the research topic, as such tools are among the scientific methods through which the problem can be solved. In this study, the researcher used the psychological anxiety scale, which includes (30) items. The scale contains five alternatives, each with a weight of (1, 2, 3, 4, 5) for positive items and (5, 4, 3, 2, 1) for negative items, respectively. The highest score on the scale is (150), the lowest score is (30), and the hypothetical mean is (93). The scale was administered to a sample of third-year students at the College of Physical Education and Sports Sciences for Girls.

PILOT STUDY

This is a small-scale experiment conducted on a small sample from the same research population under conditions similar to those of the main experiment. The researcher conducted the pilot study on November 5, 2023, with a sample of (5) students to ensure the success of the main scale when applied to the main research sample. The pilot study also

aimed to confirm the sample's understanding of the scale items, avoid any errors or difficulties during distribution, identify the effectiveness of the answer options, and train the support team. The researcher undertook the following steps:

1. Explaining the answer method to the sample members.
2. Giving the sample members the opportunity to ask questions.
3. Allocating sufficient time for the sample members.

SCIENTIFIC FOUNDATIONS OF THE SCALE

SCALE VALIDITY

Validity is one of the scientific requirements and characteristics of a good test. Validity means that the test measures what it was designed to measure and nothing else.

The scale's validity was verified by establishing face validity through presenting the scale to a group of specialized professors mentioned previously. Scale Reliability:

This refers to the ability to produce similar or identical results when administered multiple times under similar conditions (2). To determine the scale's reliability, the researcher re-administered the test to the pilot study sample by distributing the scale again after one week, under the same conditions, to the (15) third-year female students in the pilot study sample.

The Peaceful Scoring Test. Test Objective: The test aims to evaluate shooting accuracy.

- Equipment Used: Handball, standard handball court.
- Performance Method: The player performs a dribble from the center of the handball court towards the target to attempt a three-pointer.
- Test Conditions: The player is given 10 attempts for each shooting type. The dribble and three-pointer must be performed legally. A ball that enters the hand after a legal dribble or three-pointer is not counted towards the goals scored in the ten attempts. Scoring: One point is awarded for each successful shooting attempt. The highest score achieved by the test-taker is 10 points for each shooting type.

MAIN EXPERIMENT

The researcher began her main experiment on November 10, 2024, with 15 female students. The experiment took place at the courts of the College of Physical Education and Sports Sciences. Questionnaires were distributed and completed by the students. The researcher and her team then collected the completed forms. After receiving all the forms, the main experiment was completed.

Statistical methods: The researcher used the statistical package (SPSS-20).

RESULTS

- Presenting and Discussing Results:
 1. Statistical Description of the Results of the Psychological Anxiety Scale and Ladder Shooting Skill

Table 2. Statistical Description of the Results of the Psychological Anxiety Scale and Ladder Shooting Skill in Handball

Variables	Arithmetic Mean	Median	Standard Deviation	Skewness Coefficient
Mental Imagery Scale	150.15	150.00	3.815	134
Ladder Shooting Skill	7.15	7.00	0.988	1.056

Table (2) shows the arithmetic means and standard deviations, indicating a correlation between the research sample and psychological anxiety and ladder shooting skill in handball.

2. Presenting the Results of the Correlation Relationship between the Psychological Anxiety Scale and Ladder Shooting Skill in Handball

Table 3. Shows the correlation coefficient values between the psychological anxiety scale and the handball shot skill for the research sample

Variables	Significance (Sig)	Correlation	Standard Deviation	Mean
Mental Imagery Scale	0.02	0.932	3.815	150.15
Ladder Shooting Skill	0.02	0.932	0.988	7.15

The results in Table (3) indicate significant differences in the psychological anxiety scale and the handball shot skill. This suggests a correlation between psychological anxiety and handball shot skill. Nizar Al-Talib and Kamel Lewis (2000) confirm that the psychological problems athletes face, such as anxiety before and during races, can negatively impact their performance.

This significant relationship between psychological hesitation and skill performance demonstrates that several factors influence students' psychology when performing a skill. This was confirmed by Nizar Al-Talib (2002), who stated that weaker students and athletes experience clear hesitation when performing exercises in front of others. This hesitation stems from fear of blame or ridicule, as well as fear of failure or injury.

Thus, Muhammad Hassan Alawi (2000) indicated that "elements of safety, security, and confidence should be considered, especially regarding motor performance that involves some risks, so that the athlete's failure or physical injury does not lead to symptoms of fear and reluctance, which significantly impacts the development of courage and boldness." Furthermore, while he mentioned that psychological anxiety can affect athletes' performance, recent research confirms that anxiety not only affects performance levels in the moments before or during a sporting event, but its impact can extend to other aspects of the athlete's life. Studies have shown that persistent anxiety can lead to a decline in concentration and decision-making, negatively impacting the performance of motor skills, such as the shot put in handball.

Numerous studies have also indicated that anxiety weakens the ability to control emotions, potentially leading to a loss of the mental focus required to execute athletic skills effectively. In this context, many experts point out that sports are not limited to physical performance but also encompass mental and psychological performance, making it essential to address the psychological well-being of athletes. Safety and security are particularly important in motor skills that involve risks. Physical injuries or failure to perform a skill can increase feelings of fear and anxiety, negatively affecting self-confidence. Therefore, creating a safe and psychologically supportive environment is crucial for motivating athletes to perform better and achieve their desired results.

Furthermore, psychological support and proper guidance from coaches and specialists can help reduce anxiety levels and improve athletic performance. Through techniques such as mental relaxation, breathing exercises, and positive reinforcement, athletes can enhance their ability to manage anxiety and achieve better results. Chapter Five

CONCLUSIONS

1. Anxiety was present in all members of the sample, but to varying degrees and in different proportions.
2. The comparison was made regarding anxiety among physical education students in handball.
3. The results showed that anxiety has a direct impact on the performance of motor skills in handball, especially shooting techniques. When players experience high levels of anxiety, it can affect the accuracy and speed of their shots, leading to a decline in their overall performance when executing various shooting skills (such as stationary shots, jump shots, and ladder shots).
4. A significant correlation exists between anxiety and ladder shooting skill, as students experiencing high levels of anxiety demonstrated difficulty in executing this type of shot effectively. This relationship indicates that anxiety affects athletes' ability to concentrate and think clearly while performing motor skills.
5. As Nizar Al-Talib (2002) pointed out, psychological anxiety can cause noticeable hesitation among athletes during performance, especially when facing others or in situations requiring social interaction, such as the presence of the rest of the team or the audience. This hesitation stems from a fear of failure or criticism, negatively impacting the ability to execute skills accurately.
6. Fear of injury or failure causes hesitation among female athletes, potentially leading to improper shooting. This fear can also diminish their confidence in their athletic abilities, thus hindering the improvement of their shooting skills.

RECOMMENDATIONS

1. Focus on the study of sports psychology and conduct research and studies in this field.
2. Emphasize the psychological aspect in all its facets and characteristics during training sessions.
3. Pay close attention to psychological preparation, as it is a crucial element in the athletic preparation phase for achieving optimal athletic results.

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