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Evaluating the emotional response of female futsal players

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Abstract

The importance of the research was to work on determining standard levels of emotional response, as through these levels we will have the ability to evaluate the female athletes during the training stages as well as during competition to identify the weaknesses and strengths to overcome the weakness through training and enhance the strengths to achieve the desired goals. The research aims to identify the statistical description of the research variable (emotional response) among female players of clubs in the Middle Euphrates governorates for the 2022-2023 season. As well as the possibility of establishing grades and standard levels for the emotional response scale in order to evaluate female players practicing futsal. Thus, the researcher recommends the need to pay attention to studying emotional response and working to improve it. The training units work to include theoretical lectures and practical applications concerned with psychological aspects, especially emotional response.

Keywords: Evaluating, emotional response, female futsal players

1. Introduction

An emotional response is a type of change that can be observed in behavior and is defined as (every activity or action issued by an organism that responds to the stimulus that acted on it and affected it) or (a type of change that can be observed in behavior to improve the performance of a young athlete). There are several types of response issued by the organism that can be observed on the product of behavior or the behavior of the individual, including (motor responses, verbal responses, physiological responses, emotional responses, responses to stop being active). Futsal is one of the group games that is characterized by its many activities and various basic skills in defense and attack, and it depends on the player's physical, skill, tactical and psychological abilities to achieve the best results. Futsal is distinguished by its many emotions, which increase with increasing importance, especially in the decisive stages of competition and rapid change. In playing situations between attack and defense, as well as moving from one skill to another, according to the requirements of the game, which requires the female players to have the appropriate emotional response to those situations, which serves everything that achieves the goals required of the female players inside the arena. The female player who has a high level of emotional response has the ability to achieve good results, unlike the female players who do not have that level, which is reflected in the results. The team in matches and also affects the performance of female players in training units. In the nature of the competitive sports field, the self-concept gains general importance and the skilled self has special importance because they provide the athlete with different positions regarding the relationship between the athlete and his perception of himself, and it differs from one situation to another. When the athlete exercises a negative sense of experience, it means that there is a struggle with the self, and it creates dissatisfaction, which in turn affects at the level of sports performance, and through the above, it becomes clear to us that determining the level of emotional response of female futsal players is of great importance, which affects the results of female players in matches, and thus the importance of research and the need for it appears through studying the reality of the emotional response of female futsal players, which will enable us to determine the true level of emotional response among female players.

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1.1 Research Problem

The psychological and skill factors are two important and essential elements in the fields of sports training and sports, and futsal is one of the important sports. Through these two factors, the futsal player is able to raise her physical, skill, tactical, and psychological level, that is, her general level accurately during the match, as most coaches do. They focus on developing physical, motor, and skill capabilities without regard to psychological skills, and that the player who is characterized by stress control can respond with appropriate emotions to different situations in sports competition and think well in sensitive situations in the match. Emotional preparation qualifies the player to feel determined to continue the struggle during sporting competition situations, and through the researcher's review of many studies, books and references related to futsal, he did not find an approved measure of emotional response through grades and standard levels through which we can determine the capabilities and capabilities of female football players. Gym foot is an important psychological characteristic. Given the importance of this psychological characteristic, the researcher wanted to work on determining standard levels for emotional response, as through these levels we will have the ability to evaluate female athletes during the training stages as well as during competition to identify weaknesses and strengths to overcome weakness through training and strengthening. Strengths to achieve the desired goals.

1.2 Research objective

The research aims to identify

- Statistical description of the research variable (emotional response) among female players of clubs in the Middle Euphrates governorates for the 2022-2023 season.
- The possibility of setting grades and standard levels for the emotional response scale in order to evaluate female players playing futsal.

1.3 Research field

Human field: Female players of the clubs of the Middle Euphrates governorates for the 2022-2023 season.

Time field: The period from (3/11/2022) to 14/5/2023).

Spatial field: Halls and stadiums of the clubs of the governorates included in the study.

2. Research methodology and field procedures

2.1 Research Methodology

The researcher used the descriptive method in the survey study style because it is compatible with the research requirements, as we can achieve the research objectives through it. The nature of the phenomenon and the objectives set impose on the researcher to choose the appropriate method, because it is "the art of correctly organizing a series of many ideas, either in order to reveal the truth when we are in it." ignorant, or proving it to others when we know it". (Bin Abdul Aziz, Ibrahim, 2010, p. 70) [1].

2.2 Research community and sample

The research population is "all the individuals and things who constitute the subject of the study to which the researcher seeks to generalize the results of the study, as the researcher selected the research sample in a random manner from the players of the clubs of the Middle Euphrates governorates,

numbering (80) players.

2.3 Tools and methods used in research

2.3.1 Tools used in the research

Emotional response scale

The researcher used the emotional response scale prepared by (Muhammad Hassan Allawi, Muhammad Al-Arabi, 1990) [4], where the scale items consisted of (42) items, and each item had five answers, and each answer received a certain score.

2.3.2 Means used

- Arabic sources and references.

2.4 The exploratory experience

The researcher distributed a questionnaire to the players of the clubs of the Middle Euphrates governorates. The researcher conducted this experiment on Wednesday (7/12/2022), where he distributed the questionnaire to (10) players of the clubs of the Middle Euphrates governorates. The aim was to determine the time required to answer the form. As well as identifying the obstacles that the researcher may encounter during the main experiment, and this experiment achieved its desired goals.

2.5 The main experiment

The researcher conducted the main experiment on two days (Monday and Tuesday) of (26-27/12/2022) on members of the research sample, which numbered (80) female players. Questionnaire forms were distributed to the female players and they were asked to answer the items of the scale and to confirm that the answer was all paragraphs. After the members of the research sample finished answering the scale items, they were then compiled. The researcher hired an assistant team to conduct this experiment, and then the researcher entered the data into a special form prepared for this purpose in order to process it statistically.

2.6 Statistical methods

(Al-Tikriti, Wadih Yassin & Al-Obaidi, Hassan Muhammad, 1990. p. 103) [2].

- Mean.
- Std. Deviation.
- Modified standard score (T).
- Percentage.
- Mode.
- Skew ness.
- Median.
- Standard error.

3. Results, presented, analyzed, and discussed

3.1 Statistical description of the emotional response of female futsal players

In order for us to be able to study the reality of the emotional response among the sample members, it is necessary to present the most important data related to describing the levels achieved by the sample members in the emotional response scale, as these levels are expressed by central values that are significant to the distribution of the values obtained by the sample members in the scale and to know these levels. Values We highlight what is stated in Table (1).

Table 1: Shows the values of the mean, standard deviation, mode, skewness coefficient, median, and standard error achieved by members of the research sample in the emotional response scale

Scale	Mean	Std. Deviation	Mode	Skew ness	Median	Standard error
Emotional response	141.175	12.49	143	0.033	143	0

From Table (1), it becomes clear to us that the value of the arithmetic mean of the emotional response reached (141.175), with a standard deviation of (12.49), while the mode is (143), with a skewness factor of (0.033), while the median is (143) and a standard error of (0).

3.2 Displaying the raw scores, standard scores, standard levels, and percentage for each level in the emotional response scale

Table 2: Shows the standard level, percentage, raw score, and standard score for the emotional response variable

Standard level	Percentage	The raw score for the emotional response variable	Standard degree
Good	17.5%	179.22	8
		166.73	7
Middle	26.25%	154.24	6
		141.175	5
Weak	21.25%	128.685	4
		116.195	3
		103.705	2

It is clear from Table (2), which shows the standard levels of emotional response that the level is good, at which a percentage of (17.5%) is achieved. As for the level, only average, at which a percentage of (26.25%) is achieved by the members of the research sample, while the percentage was the percentage achieved at the weak level reached (21.25%) of the total members of the research sample.

4. Discussion of the results

Through the presented results, we found that the largest percentage was achieved at the average level in the emotional response scale, which shows the need for the members of the research sample to raise the level of emotional response due to its great role in achieving excellence in the sporting field and in the game of futsal, which is characterized by constantly changing situations. This requires the ability to control emotions, which has become an important factor in achieving athletic excellence this is confirmed by Amer Saeed Jassim Al-Khikani (2008) [3], who states, "The player must have the ability to control his movements, actions, thoughts, and emotions in an effort to achieve the set goals with the ability to overcome various difficulties in work, training, and competition" (Al-Khakani, Amer Saeed, 2008, p. 83) [3]. As futsal players must have a high ability to control their emotions in order to achieve the goals required to win and win championships, especially knowing that emotions vary from one player to another, and also depend on the experience of these players and the way they are prepared in training, as well as what they face in the matches, and this is what is confirmed. Muhammad Hassan Allaw (1998) [4], who states, "Emotional experiences are characterized by subjectivity, as

they differ from one individual to another, and multiplicity, as the individual's life is filled with various emotional states and variations in the degree of emotion, in addition to that emotions are linked to many physiological manifestations, as well as multiple types of physical manifestations and changes" (Allawi, Muhammad Hassan, 1998, p. 358) [4]. As it becomes clear to us that the level is good, a percentage of (17.5%) is achieved, which reflects the true picture of the individuals in the research sample in terms of the level of emotional response. Thus, the researcher sees the need to pay attention to this characteristic, which has a major role in resolving the competition and achieving victory, as the player who has the ability She must control her emotions during matches, especially since she will inevitably have the ability to give and add a lot to her level of performance as well as to the level of the team's performance, which contributes greatly to achieving excellence and winning in matches, in addition to the positive impact it causes during training, which is the basis for achieving results in matches.

5. Conclusions and recommendations

5.1 Conclusions

- The research sample was divided into three levels: weak, average, and good.
- The highest percentage was achieved at the intermediate level.

5.2 Recommendations

- Paying attention to studying emotional response and working to improve it.
- The need to pay attention to such an important segment of society, as it is the main supplier of female players to the national teams and clubs.
- Working to include in the training units theoretical lectures and practical applications concerned with psychological aspects, especially emotional response.
- The necessity of conducting such studies on a regular basis, because of their importance in developing the performance of female futsal players.

6. References

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Appendix (1)

Emotional response scale

N	Paragraph	Always	Often	Sometimes	Rarely	Never
1	I do not consider my playing to be of any value unless it approaches my best level					
2	I have a fear of an aggressive competitor					
3	Minor annoyances can distract my focus during the match					
4	I can keep my mind calm during the match					
5	I am completely confident in my ability to perform in the match					
6	I apologize when I make mistakes or when I am unsuccessful in playing					
7	Think about the game plan before the match					

8	I play mainly for recreation					
9	I express my opinion frankly if I have some comments on the match					
10	My nerves are strong (of steel) during the match					
11	My mistakes abound during critical times of the match					
12	I lack posture in my performance during the match					
13	I don't care about the mistakes I make during the match					
14	I play improvised without having a game plan in mind					
15	I want to be the best player on the field					
16	I prefer to smile in the face of competitors' anger, ensuring that they do not go too far					
17	I am influenced by the opinions of others regarding the level of sports performance					
18	I can control my nerves while performing					
19	I expect to win before the match					
20	My mistakes in the game make me feel bad for several days					
21	Stick to a fixed system, whether in training or in matches					
22	I prefer to play with players who do not make the match a struggle					
23	I take full responsibility for playing					
24	I feel indifferent during the match					
25	My nervousness affects my performance in the match					
26	I fear defeat even before the match starts					
27	I think about the mistakes the opponent might make more than I think about the game					
28	I rush from one method of performance to another, trying to improve my athletic level					
29	I don't feel inclined to play unless there is a challenge					
30	When my competitors show anger, I try to ignore them for fear of increasing their anger					
31	Any offensive comment could affect my performance during the match					
32	I enjoy the critical time in the match because I manage it well					
33	I tend to challenge strong competitors					
34	I feel more upset when I fail than I feel happy when I succeed					
35	I'm trying to find multiple ways to be more efficient at this					
36	I enjoyed playing the match even though I made many mistakes					
37	Be persistent in playing					
38	During the match, I try to completely isolate my thoughts from what is going on around me					
39	I am afraid of falling into critical situations before they happen during the match					
40	It bothers me that a competitor can beat me					
41	I try to avoid thinking about the mistakes I made in the match					
42	I don't know what to do until the match starts					