

## EMOTIONAL RESPONSES, ESPECIALLY REGARDING SKILLS, AMONG PHYSICAL EDUCATION AND SPORTS SCIENCE STUDENTS

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### ABSTRACT

*To reach high levels of athletic performance, athletes must regularly engage in continuous and rigorous training in their chosen activity. The athlete interacts with their athletic environment, influencing and being influenced by it. This interaction is not limited to simply responding to the various athletic situations they encounter in training and competitions. Rather, the athlete often gains experiences and perceptions about themselves and others through this interaction, through their continuous awareness of their physical, technical, and tactical abilities as part of their overall self-awareness. There is near-unanimous agreement that the self-concept is a term used to describe what an individual perceives about themselves. Through the researcher's field experience and continuous observation of training processes, it became clear that psychological preparation processes did not take the integrated dimension in the memory of coaches and those working in the field of training. That is, these aspects did not take sufficient importance alongside physical, technical and tactical preparation in order to control the negative emotions of the player that he faces during competition, which are reflected on the level of the player's performance, on the results of the team as a whole in the league standings, and on the general level of the game's skills. This is evident among the physical education students of Ahl Al Bayt University in volleyball, especially in sports competitions, as we see many good players, when they lose their temper and their emotions are aroused, lose many of their technical and tactical responsibilities. This is a major negative result on the player's technical level, especially in strong and decisive competitions. Intense emotion is the sworn enemy of calm thinking and balanced action because it prevents the player from seeing many facts and reflecting on the rapid course of the game. The research sample was randomly selected from physical education and sports science students at Ahl Al Bayt University (2025/2026). The sample consisted of (80) students out of (90) students. The researcher used the SPSS statistical package.*

**KEYWORDS:** *Emotional, responses, physical education and sports.*

## INTRODUCTION

To reach high levels of athletic performance, athletes must consistently engage in rigorous and continuous training in their chosen sport. The athlete interacts with their sporting environment, influencing and being influenced by it. This interaction is not limited to simply responding to the various sporting situations encountered during training and competitions. Rather, the athlete often gains experiences and perceptions about themselves and others through this interaction. This occurs through their continuous awareness of their physical, technical, and tactical abilities as part of their overall self-awareness. There is a near consensus that the self-concept is a term used to describe what an individual perceives about themselves.

Volleyball is a team sport characterized by its numerous activities and diverse basic skills, both defensively and offensively. It relies on the physical, technical, tactical, and psychological capabilities of the players to achieve the best results. Volleyball is also distinguished by the intensity of emotions, which increase with the importance of the game, especially in the crucial stages of competition. We know the serious harm that negative emotions can cause to athletes when victory is not achieved. Psychological emotions play a significant role in the life of an athlete because they are linked to their personality traits, behavior, motivations, needs, and the types of activities they engage in. There is absolutely no sporting activity that is devoid of emotional influence <sup>1</sup>. The importance of this research lies in studying the emotional response of players in premier league volleyball clubs, identifying their skill identity, and exploring the nature of the relationship between emotional response and skill identity. <sup>2</sup>

## RESEARCH PROBLEM

Psychological and technical factors are crucial elements in sports training and athletics. Volleyball is a significant sport where these two factors enable a volleyball player to precisely improve their physical, technical, tactical, and overall psychological performance during a match. Through the researcher's field experience and continuous observation of training processes, it has become clear that psychological preparation has not received the comprehensive attention it deserves from coaches and trainers. This means that these aspects have not been given sufficient importance alongside physical, technical, and tactical preparation to help players manage negative emotions they encounter during competition. These emotions negatively impact the player's individual performance, the team's overall league standings, and the overall level of play.

Psychological and technical preparation are essential components of training and psychological preparation. This is evident among volleyball students at Ahl Al Bayt University's physical education program, particularly in competitions. We often see talented players lose their composure and become emotionally agitated, neglecting their technical and tactical responsibilities. This has a significant negative impact on their performance, especially in intense and crucial matches. Excessive emotion is the antithesis of calm thinking and balanced action, as it prevents players from seeing many facts and reflecting on the fast-paced flow of the game.

Therefore, the research problem lies in the impact of emotional responses on players' skill levels and their sense of self among top-tier volleyball players, as well as the relationship between emotional responses and self-awareness.

## RESEARCH OBJECTIVES

1. To identify the current state of emotional responses and self-awareness among volleyball students at Ahl Al Bayt University's physical education program.
2. To identify the relationship between emotional responses and self-awareness among volleyball students at Ahl Al Bayt University's physical education program.

## RESEARCH HYPOTHESES

1. There is a variation in the emotional response and skill self-perception among physical education students at Ahl Al Bayt University in volleyball.
2. There is a statistically significant relationship between emotional response and skill self-perception among physical education students at Ahl Al Bayt University in volleyball.

## RESEARCH SCOPE

- Human Scope: Physical education students at Ahl Al Bayt University in volleyball, 2025-2026.
- Time Scope: From 1/12/2025 to 1/5/2026
- Spatial Scope: The outdoor volleyball hall at Ahl Al Bayt University

## RESEARCH METHODOLOGY

The researcher used the descriptive method with a correlational approach, as it is one of the most suitable methods for the nature of the research problem. Choosing the appropriate method for the research problem is a fundamental matter that the researcher must consider. "The descriptive method represents an accurate understanding of the interrelationships between society, trends and inclinations, desires, and development, thus providing a picture of lived reality and establishing indicators and building future predictions" <sup>3</sup>.

## RESEARCH SAMPLE

The researcher's selection of the sample is one of the important steps and stages in the research, as "a good sample must accurately represent the original population in a way that is consistent with the nature of the problem and the required information, and allows for the generalization of its results" <sup>4</sup>.

The research sample was randomly selected from physical education and sports science students at Ahl Al Bayt University (2025/2026). The sample consisted of 80 students out of 90, representing 88.89%.

## RESEARCH TOOLS AND EQUIPMENT

"This refers to the means or method by which the researcher can solve their problem, regardless of the tools used, whether data, samples, equipment, etc." <sup>5</sup> The researcher used the following tools:

Scientific Sources and References: The researcher consulted a number of scientific sources, references, and Arabic and foreign research and studies in the fields of psychology, testing, measurement, training, and volleyball.

Van Dalen emphasizes that "to conduct any study, you must be able to identify the best available references related to the problem and extract the essential information from them." <sup>(2)</sup>

1. Expert Opinion Survey Form
2. Official Match Form
3. Data Entry Form
4. Computer Equipment
5. Supporting Staff

## EMOTIONAL RESPONSE SCALE

The researcher used the Emotional Response Scale, a standardized scale originally developed by Thomas A. Tutko in 1976. Its Arabic version was prepared by Muhammad Hassan Alawi and Muhammad Al-Arabi Shamoun in 1978. The scale consists of 42 items, each with 5 response options: always, often, sometimes, rarely, never.

The scores for these options range from 1 to 5, allowing the player to express their attitudes toward 7 distinct traits relevant to physical education: desire, determination, sensitivity, stress management, confidence, personal responsibility, and self-control.

## SKILL SELF-ASSESSMENT SCALE

The researcher used the Skill Self-Assessment Scale, developed by Mohammed Hassan Alawi, Muslim Al-Hilali, and Tudor Wasef, to assess the volleyball player's self-assessment of their specific motor skills in volleyball, and their proficiency and readiness in the various motor skills that collectively constitute the fundamental motor skills in volleyball. The scale consists of 40 items, each with 5 response options: (Never, Rarely, Sometimes, Often, Always). The scores for these options range from 1 to 5, allowing the player to express their motor skills in volleyball. It was primarily designed for high-level players.

## THE PILOT STUDY

The pilot study is a preliminary experimental study conducted by the researcher on a small sample before conducting the main research, with the aim of testing the research methods and tools <sup>(1)</sup>. The researcher used the pilot study to identify any drawbacks that might accompany the application of both the Emotional Response and Self-Skill Scales to the research sample, and to determine whether the items on each scale were understandable to the research participants. Through the pilot study, the researcher could identify the difficulties experienced by the tested athletes and address them in the subsequent test <sup>6</sup>.

The researcher distributed the two test forms to a sample of (9) physical education and sports science students at Ahl Al Bayt University. After surveying the athletes about the nature of the two scales, their comprehension of the items, whether they were understandable, and whether they had any comments on the wording of the items or any significant difficulties in answering either scale, it was found that there were no difficulties in answering either scale. It was also noted that it is important to establish the scientific conditions for the two tests. In terms of consistency, truthfulness, and objectivity.

## THE BASIC PROCEDURE OF THE RESEARCH

After confirming the validity, reliability, and objectivity of the two scales, the researcher distributed the questionnaires to the main research sample using direct communication. The researcher explained the research objectives, its importance, and the necessity of answering all questions carefully and honestly. The researcher considered this crucial for obtaining more accurate answers.

After collecting the sample's responses, the researcher entered the data using the answer key, obtaining raw scores as the results of this test. The researcher then used a standardized evaluation table to convert these scores to final scores. The mean was (62.5) and the standard deviation was (10) for the emotional response. These scores were then converted to standardized scores, resulting in scores representing the emotional response and self-skill level of the players in the Premier Division volleyball clubs.

**STATISTICAL METHODS**

The researcher used the SPSS statistical package.

**RESULTS AND DISCUSSIONS**

- To achieve the research objectives and test its hypotheses, the researcher presented, discussed, and analyzed the results obtained according to the following axes:
  1. Presentation, Analysis, and Discussion of the Reality of Emotional Response

After collecting the raw scores and converting them to standardized scores based on the scoring key for both scales (Emotional Response and Self-Skills), the researcher represented these raw scores as percentage standardized scores. Raw scores are not useful because there is no known method for comparing them to anything. The reality of emotional response was divided into three indicators, as shown in Table (1).

**Table 1:** shows the distribution of the research sample into standardized indicators according to the meaning and standard deviation of emotional response

The reality of emotional response	Range	Repetition	Percentage	Mean	Std
Low emotional response	52.5 – 32.5	9	11.25%	62.5	10
Moderate emotional response	72.5 – 52.5	66	82.5%		
High emotional response	92.5 – 72.5	5	6.25%		
Total		80	100%		

Table 1 shows that the emotional response of Premier League volleyball players is represented by three different indicators (low, moderate, high), based on a mean of (62.5) and a standard deviation of (10). It is evident that the emotional response of the research sample falls within the moderate range, representing the majority of students, with (66) students exhibiting this pattern. This represents the highest percentage of students and is considered the optimal indicator for optimal performance. A very high emotional response leads to anxiety, tension, and nervousness, while a very low emotional response leads to lethargy, laziness, and sluggishness. Both conditions result in poor performance, as demonstrated by the inverted U-shaped theory (Yerkes-Dodson principle). The relationship between performance and response level is optimal when the player is within a moderate range, and performance declines when the level of arousal is higher or lower than required.

2. Presentation and Discussion of the Skill Self among Education Students Physical Education, Ahl Al Bayt University

**Table 2:** shows the distribution of the research sample into standard indicators according to the mean and standard deviation of the skill level

level	Skillful self	Range	Repetition	Percentage	Mean	Std
Level 1	Low skill level	52.5 – 32.5	11	%13.75	62.5	10
Level 2	Moderate skill level	72.5 – 52.5	64	%80		
Level 3	High skill level	92.5 – 72.5	5	%6.25		
Total			80	%100		

Table 2 shows that the players' skill level is represented by three different indicators (low skill, moderate skill, high skill), based on a mean of (62.5) and a standard deviation of (10). The skill level of the research sample is at the moderate level, with (64) students exhibiting this level, the highest percentage among the sample. This represents a good indicator for the players, as a good skill level depends on:

1. The level of abilities related to the skill, whether physical, psychological, or cognitive.
2. Technological advancements in the society related to the skill.
3. The talent and aptitude of the individual learning the skill.
4. The level of knowledge, culture, and sufficient time for learning, training, and skill development.

It appears that the second and third indicators, with frequencies of 64 and 5 students respectively, can be described as positive indicators of self-awareness regarding skills, meaning they possess a positive understanding of their abilities and potential. This is reflected in their performance during matches. Conversely, the first indicator, the lower one, with a frequency of 11 students, represents a somewhat negative feeling in the player's self-esteem regarding their skills. Thus, the percentages varied due to the different frequency ranges.

Self-assessment of motor skills helps players gain a deeper understanding of how to perform those skills. Undoubtedly,

this helps them become more familiar with the requirements for successfully executing motor skills in competitive situations. For example, when a player assesses their own performance in a specific competitive situation, it allows them to consider the most suitable approach to overcome their opponents or perhaps suggest appropriate alternatives, leading to correct decisions and responses. This positive role of self-assessment contributes to the development of athletic performance, which in turn helps to perform skills more automatically and smoothly.<sup>7</sup>

Furthermore, the greater an individual's self-acceptance, the higher their level of psychological well-being. Self-esteem is of paramount importance in sports and its success in competitive activities. This becomes evident when an individual experiences negative experiences that lead to internal conflicts and dissatisfaction, consequently impacting their skill level. Conversely, an individual with a positive self-image feels strong and capable, resulting in better performance.

This aligns with what Ahmed Ezzat Rageh pointed out: "The need for self-expression is what drives an individual to grow, improve, and express themselves through words, actions, production, and innovation"<sup>8</sup>.

This aligns with what Muhammad Hassan Alawi stated: "A positive self-image makes an individual more confident in their interactions with others and in their performance, influencing their success. An individual's self-esteem can be utilized, as these assessments are truly valuable because they are a self-reflective reflection of the individual, enabling them to cope with their surrounding circumstances."<sup>8</sup> Thus, we find that the indicators of the volleyball players' skill-based self-esteem differed from one indicator to another, indicating significant differences between them. Therefore, the second part of the first objective and the second part of the first hypothesis were achieved.

5. Presentation, Analysis, and Discussion of the Relationship Between Emotional Response and Skill-Based Self-Esteem Among Physical Education Students

To achieve the third research objective and hypothesis, the researcher established the relationship between the two dimensions of emotional response and skill-based self-esteem using the simple correlation coefficient, as shown in Table (3).

**Table 3:** shows the relationship between emotional response and skill-based self-esteem among physical education students at Ahl Al Bayt University

Statistical milestones	Mean	Std	Calculated value of r	tabulated value	df	Level of significance
Emotional response	161.31	29.49	0.77	0.21	78	0.05
Skillful self	171.66	22.75				

Table 3 shows a strong correlation between emotional response and self-esteem among volleyball players in the top division. This explains the linear relationship between emotional response and self-esteem, meaning that when an athlete masters motor skills, a moderate emotional response leads to improved performance.<sup>9</sup> This is evidenced by the fact that players with moderate emotional responses possess a positive self-concept, indicating high confidence in their abilities and potential. The need to feel valued (competent and successful) is one of the most important motivators for athletic participation.<sup>10</sup> In fact, athletes quickly discover that their self-worth largely depends on their ability to achieve victory, excellence, success, and fame. In other words, when athletes encounter numerous failures during practice, they blame themselves and attribute their failures to their perceived weaknesses (their abilities). Furthermore, the belief or degree of certainty individuals have about their abilities and potential to succeed in sports, also known as sport confidence, plays a crucial role.<sup>11</sup>

The athlete's competitive stance is influenced by self-confidence (Sc-Trait) and specific competitive attitudes. These two factors predict the level of self-confidence displayed by the athlete during competition.<sup>12</sup> The qualitative aspect of self-confidence and self-esteem serves as a predictor of good or optimal performance, or of observable behavioral responses. These behavioral responses stem from subjective perceptions of outcomes. Examples of subjective outcomes include satisfaction, superiority, success, and brilliance<sup>10</sup>. It is essential to understand the relationship between the seven characteristics of emotional response and the skill level.<sup>13</sup>

**CONCLUSIONS**

1. Significant differences were found in the emotional response of physical education students at Ahl Al Bayt University in volleyball, indicating variations in their skill, physical, tactical, and cognitive levels.
2. Emotional response among physical education and sports science students at Ahl Al Bayt University in volleyball was exhibited through three indicators: high emotional response, moderate emotional response, and low emotional response.
3. The majority of volleyball students at Ahl Al Bayt University exhibit moderate emotional responsiveness (82%).
4. Significant differences were found in the perceived skill level of volleyball students at Ahl Al Bayt University.

## RECOMMENDATIONS

1. Utilize training units that incorporate modern applied and theoretical exercises to develop the psychological, skill-based, and cognitive abilities of volleyball students.
2. Emphasize the importance of fostering a sense of self-worth in athletes through psychological preparation methods such as positive reinforcement, encouragement from supporters, pre-competition training, and goal clarity.
3. Encourage student participation in university competitions aimed at improving their emotional responses and skill-based self-esteem.
4. Coaches should attempt to motivate and psychologically prepare the students before the start of the match or during halftime by encouraging them, instilling enthusiasm, and increasing their motivation to ensure they reach their best performance levels. However, it's important to avoid making the response too high, as this can lead to anxiety and tension, hindering performance.

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