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A survey study of the level of positive thinking skills among coaches of Iraqi Premier League clubs in volleyball

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Abstract--The importance of the research is that the positive thinking skills themselves as drivers of behavior and guide to choose the appropriate decision and the ability to solve problems that may face before or during sports competitions through his positive thinking and the ability to make appropriate decisions that contribute to drawing future plans and address the obstacles that the team may face During competitions, as well as his ability to solve problems, and the problem of the current research is to identify the extent to which volleyball coaches enjoy effective psychological and social methods in making decisions and solving problems that the team may face before and during competitions, as there are many difficulties and problems that face The coach's path to achieve the set goals, which will positively reflect on their creativity and their eagerness to perform training duties. The research aims to build a scale of positive thinking skills for coaches of the Iraqi Premier League in volleyball for the 2021-2022 sports season, identifying the level of positive thinking skills for coaches of the Iraqi Premier League in volleyball for the sports season 2021-2022, identifying the standard levels of positive thinking skills for role coaches The Iraqi excellent in volleyball for the 2021-2022 sports season, and the researchers used the descriptive approach using the survey method and relationships.

Keywords---positive thinking skills, competitions, volleyball.

Introducing the Research

Introduction and importance of research

The progress of scientific research in the field of sports is characterized by new scientific additions that reveal to us the strengths and weaknesses and treat us with many mathematical and psychological problems in order to keep pace with the scientific progress that is moving strides forward in various scientific fields to reach the highest levels of sports.

Thinking in its various methods is closely related to the meaning in values or experiences, as it may be apparent or ambiguous. Reaching to thinking requires contemplation and careful consideration of the components of the situation or experience that the trainer is going through. Therefore, it includes exploration and experimentation. Therefore, thinking is usually started when there is ambiguity. In determining what to do specifically because the activities that the brain performs when thinking are invisible and intangible, and here it should be noted that volleyball coaches in particular must have a high degree of understanding and awareness of situations to increase their experience in investing aspects of thinking to make the appropriate decision, since that His dealings are not limited to aspects of knowledge, but also go beyond that in the integration of knowledge of behavior or motor performance during the learning and thinking processes. The methods of thinking based on the results of studies related to the functions of the two hemispheres of the brain are among the important topics that occupy a large space in the field of educational and psychological studies that have caught the attention of many researchers and scholars For the purpose of studying it and preparing the appropriate standards for it, the human mind is considered the divine honor that God Almighty bestowed upon him A human being, with his capabilities and abilities that differ from one person to another, performs several complex processes of perceiving, understanding, analyzing, thinking, managing, linking, imagining and other capabilities that a person must employ.

The importance of the research is that the positive thinking skills themselves as drivers of behavior and guide to choose the appropriate decision and the ability to solve problems that may face before or during sports competitions through his positive thinking and the ability to make appropriate decisions that contribute to drawing future plans and address the obstacles that the team may face During competitions, as well as his ability to solve problems.

Research problem

The thinking skills of volleyball coaches are the most important means of employing abilities and acquiring knowledge, as well as arranging and organizing ideas in line with making appropriate future decisions, and each coach has his own style of using his thinking skills and his ability to make decisions and solve problems through his work as an individual or with The group, and how to employ positive thinking skills that have a major role in solving problems, as dispensing with psychological methods, including positive thinking skills, may cause an inappropriate decision to be taken and thus cause major problems in

the team that affect the level of the players and not achieve the desired results, hence the problem of The current research is to identify the extent to which volleyball coaches enjoy influential psychological and social methods in making decisions and solving problems that the team may face before and during competitions, as there are many difficulties and problems that stand in the way of the coach to achieve the goals set, which will positively reflect on their creativity and eagerness to perform Training assignments and answering the following question:

What is the level of positive thinking skills of Iraqi Premier League volleyball club coaches for the 2021-2022 sports season?

Research aims

The research aims to:

- 1- Building a scale of positive thinking skills for Iraqi Premier League coaches in volleyball for the 2021-2022 sports season.
- 2- Identifying the level of positive thinking skills of Iraqi Premier League coaches in volleyball for the 2021-2022 sports season.
- 3- Identifying the standard levels of positive thinking skills for Iraqi Premier League volleyball coaches for the 2021-2022 sports season.

Research areas

- 1- The human field: the Iraqi Premier League volleyball coaches for the 2021-2022 sports season
- 2- Time domain: 11/3/2021 – 17/5/2022
- 3- Spatial domain: the Iraqi Premier League volleyball gatherings held in Basra - Baghdad - Erbil.

Research Methodology and Field Procedures:

Research method:

The descriptive approach was adopted using the survey method and relationships Research community and sample:

Where the research community reached (196) players from the Premier League clubs in volleyball, and the sample was chosen by the comprehensive inventory method, and their percentage was (100%). The sample was distributed in order to build a scale and design (positive thinking skills) as follows:

- 1- The sample of the initial application is the exploratory experiment, which consisted of (16) players, with a percentage of (8.16%) players.
- 2- The construction sample, which consisted of (110) players, where their percentage reached (56.12%)
- 3- The sample of the application, which consisted of (70) players, where their percentage reached (35,71%)

Research tools:

Information collection methods:

- 1- Arab and foreign sources
- 2- The internet
- 3- Previous studies and research

- 4- Survey form
- 5- Data collection methods:
- 6- personal interviews
- 7- The scale
- 8- Registration Form

Data analysis tools:

- 1- Statistical means
- 2- Electronic and manual calculator software

Auxiliary search tools:

- ✓ PC (HUAWEI)
- ✓ White papers
- ✓ Pencils
- ✓ Handy casio type calculator.

Procedures for constructing and designing a scale of positive thinking skills for volleyball Premier League coaches

Define scale areas:

The researcher relied on the positive thinking skills scale, as the scale reveals (10) different areas of positive thinking patterns that characterize the individual. Athlete, social psychology and sports management, numbering (13) experts, for the purpose of expressing their opinion about the validity of the scale in the scale of positive thinking skills of the coaches of the Premier League in volleyball from the players' point of view. The researcher obtained a good agreement for the opinions of the experts, and Table (1) shows this

Table (1) shows the calculated Chi score for the experts' answers on the Positive Thinking Skills Scale

No	number of experts	agree	disapproves	Ca2	Sig	indication
1	13	13	0	13	0.000	moral

From the table above, the scale of positive thinking skills was accepted, after which it was submitted to experts

Numbers of the initial formula for the paragraphs of the scale (positive thinking skills) for volleyball coaches:

The process of "preparing the scale items" is one of the most important steps, as the process of preparing the scale items requires certain conditions to be met by the scale and test designer.

*Then the number of paragraphs was determined in its initial form for two scales of positive thinking and decision-making skills, as shown below:

Where the researcher formulated (105) paragraphs distributed into (7) areas of the scale of positive thinking skills, which are:

- 1. Positive expectations (15) paragraphs.
- 2. Positive feelings (15) paragraphs.
- 3. Positive self-concept (15) paragraphs.

4. The general feeling of satisfaction (15) paragraphs.
5. Positive flexibility (15) paragraphs.
6. Positive risk (15) paragraphs.
7. Emotional control (15) paragraphs.

Presenting the paragraphs of the two scales in their initial form to the arbitrators:

The researcher presented the items of the two scales to experts and specialists, in order to determine the most suitable. The Positive Thinking Skills Scale, in its initial form, contained (105) items distributed over (7) domains.

Table (2) shows the number of items left and excluded in the scale positive thinking skills

No	Fields	The number of paragraphs excluded	The sequence of excluded paragraphs	The number of paragraphs left
1	Positive Expectations	2	8-3	13
2	Positive Vibes	1	4	14
3	Positive Self Concept	3	11-7-5	12
4	General Feeling of Satisfaction	2	12-8	13
5	Positive Flexibility	1	13	14
6	Positive Risk	1	12	13
7	Emotional Regulation	2	14-7	13
	The Total	12		93

The results presented in Table (2) show the number of excluded and remaining items in the Positive Thinking Skills Scale. One item was excluded from the domains (positive feelings, positive flexibility, positive risk-taking), two items from (positive expectations, general feeling of satisfaction, emotional control) and three items from (Positive self-concept) and thus the number of excluded items (12) and the remaining items (93).

Choosing a rating scale:

Obtaining the individual's total score, which is calculated by summing the scores obtained by the respondent on the scale of assessment? The researcher suggested the triple scale and the five-point scale, where the scale was presented to the experts and the five-point scale was chosen (*) and since the paragraphs were formulated in a positive direction The weight was given to the paragraphs as in Table (3) below.

Table (3) shows the method of correcting the paragraphs of the scale

Always	mostly	Sometimes	Scarcely	Start
1	2	3	4	5

Survey experience:

The exploratory experiment is considered a “practical training for the researcher to find out the negatives and positives that he encounters during the tests to be addressed” (), after the scale became ready for application, the researcher conducted the exploratory experiment before the final application of the research in an appropriate time, through the application of the scale (positive thinking skills) for the coaches of the Premier League Volleyball from the point of view of the players on a sample of (16) players dated for the purpose of creating the reasons for success when applying the main scale to the research sample for the purpose of ensuring that the sample understands the paragraphs of the scale and in order to avoid any errors or difficulty when applying during the main test of the research.

The basic experience of the scale items:

The researcher distributed the scale form to the sample in order to obtain information and record it on (5-11-2021) with the aim of analyzing the paragraphs.

Apply the two scales to the construction sample:

The scale was applied to the construction sample of the (110) players, and after completing the process of distributing the forms and answering them, each form was checked to ensure that it was answered in the required manner.

Statistical analysis of paragraphs**Discriminatory ability:**

Discrimination is one of the psychometric (standard) characteristics that indicate the ability of the paragraphs of the scale to distinguish between the subjects so that the scale can detect individual differences between individuals in the measured trait on which the psychometric is based, because it distinguishes between individuals who get high scores In the attribute measured by all items, and individuals who get low scores, and to achieve this, the researcher relied on the method of the two extreme groups in calculating the discriminatory ability of the items using the statistical package for social sciences (SPSS).

As (Bassam Al-Omari and Fouad Mustafa 1996), citing (Eble) point out that "the aim of analyzing the paragraphs is to keep the paragraphs with high discrimination, which are the good paragraphs in the test. The detection of discriminatory power is done by knowing the total degree of the answers of the sample members under study, then the forms are arranged in descending order, “After that, two peripheral groups are selected at a rate of 27% of the total sample that was subjected to measurement, a high group represented by individuals with the highest scores, and a lower group represented According to the individuals

with the lowest scores, and thus the researcher has two upper and lower groups, the strength of each of them is (27) coach.

- 1- The arithmetic mean of the upper and lower groups of the positive thinking scale ranged between (4,966) and (1,200).
- 2- Some items were excluded because a high coefficient of discrimination did not appear from the Positive Thinking Skills Scale, and Table (4) shows this

(4) It shows the excluded items of the positive thinking skills scale from the discriminatory strength of the domains

No	Fields	The number of paragraphs excluded	Excluded paragraphs	remaining paragraphs
1	positive expectations	2	10-7	11
2	positive vibes	2	24-17	12
3	positive self-concept	1	33	11
4	general feeling of satisfaction	1	46	12
5	Positive flexibility	3	65-62-61	11
6	Positive risk	3	76-75-74	11
7	emotional regulation	1	87	12
	the total	13		80

The results presented in Table (4) show the number of excluded and remaining items in the Positive Thinking Skills Scale. Three items were excluded from the domains of (positive resilience - positive risk taking), two items from the domains (positive expectations – positive feelings) and one item from (positive self-concept – general feeling). Satisfaction - emotional control) and thus the number of excluded paragraphs (13) and the remaining paragraphs (80).

Internal consistency coefficient:

The researcher used the correlation coefficient (Pearson) between the scores of the sample members on each item and their scores on the scale as a whole by means of the statistical bag (SPSS). After completing the statistical analysis, it became clear that some items are consistent at the level of significance (0.01). The results of the correlation coefficient are high, and the correlation coefficients are statistically significant, close to the significance level (0.05) for the sample, and this means that the items of the scale are consistent in measuring what they were designed to measure.

The scientific basis for the two scales:

Validate the two scales:

First: The authenticity of the content or content:

This type of honesty was achieved when the researcher presented the scale and its paragraphs to a group of experts to confirm its validity and estimate the extent to which each paragraph measured the components of each field. Thus, the paragraphs that obtained the approval of the experts were accepted and the invalid items were deleted.

Secondly, the validity of the construction:

*The researcher verified the validity of the construction in the scale for his research through indicators:

First: The ability to distinguish between paragraphs:

Second: The internal validity of the test:

And the researcher achieved this kind of honesty, by extracting the consistency coefficient

Stability:

First: The Alpha Crew Nabach method:

The researcher used this method because it is “used in any type of objective and essay questions, as stability was extracted in this way by applying (Kor-Nbach’s equation) to the members of the construction sample of (110) players using the statistical bag (SPSS). It was found that the value of the stability coefficient is (0.989), which is a high stability indicator.

Second: The half-split method:

The researcher adopted the basic experiment sample forms (construction sample) amounting to (110) forms, and the number of paragraphs of the Positive Thinking Skills Scale was (80) paragraphs (40) pairwise and (40) individual paragraphs, and the correlation coefficient between these two parts was extracted using the statistical program (SPSS) as in Table (5).

Table (5) shows the correlation coefficient and stability of the positive thinking skills scale

Cronbach first half	Cronbach in the second half	Pearson	Gethman
0,995	0,932	0,982	0,997

Skew modulus:

Table (6) shows the skew coefficient of two scales of positive thinking and decision-making skills

The scale	Arithmetic mean	standard deviation	standard error	skew modulus
Positive thinking	221,218	60,107	0,230	0,331

Standard Scores of the Scale:

The initial degrees (raw data) are not useful, unless they are compared to another degree. These degrees alone do not give us an idea of what level is measured except by converting it to standard degrees, and therefore it is necessary to deal statistically with the raw degree to convert it to a standard degree.

Table (7) shows the standard and modified scores, raw scores and levels of the Positive Thinking Skills Scale

levels	Standard score	Modified Standard Score	Raw grade	number	percentage
Very well	+3 _+1,8	68-80	336-400	15	63%
Good	+1,8 _+0,6	56-68	272-335	25	22.72%
Average	+0.6 _-0,6	44-56	208-271	54	49,09%
Acceptable	-0.6 _-1.8	32-44	144-207	13	11.81%
weak	-1.8 _-3	20-32	80-143	3	2,72%

Table (8) shows the standard scores, standard levels, and raw scores for the domains of the Positive Thinking Skills Scale

positive expectations	positive vibes	positive self-concept	general feeling of satisfaction	Positive flexibility	positive risk	emotional regulation	Modified Standard Scores	Raw scores for the scale	levels
51-60	47-55	47-55	51-60	47-55	51-60	47-55	336-400	68-80	very high
41-50	38-46	38-46	41-50	38-46	41-50	38-46	272-335	56-68	high
32-40	29-37	29-37	32-40	29-37	32-40	29-37	208-271	44-56	Average
22-31	20-28	20-28	22-31	20-28	22-31	20-28	144-207	32-44	low
12-21	11-19	11-19	12-21	11-19	12-21	11-19	80-143	20-32	very low

Statistical means:

The researcher used the statistical package (spss), and the excel program to obtain the statistical information.

Presentation, analysis and discussion of the results:

Presenting, analyzing and discussing the results of the Positive Thinking Skills Scale:

Table (9) shows the statistical indicators of the application sample in the Positive Thinking Skills Scale

The scale	Application sample	Arithmetic mean	hypothetical mean	standard deviation	standard error	skew modulus	the level
	70	267.814	240	40.884	0.287	0.014	Average

Through the results presented in Table (9), we note that the application sample has achieved in the positive thinking skills scale designed by the researcher, an arithmetic mean of (267,814) and a standard deviation of (40,884), which is higher than the hypothetical mean of (240), while the convolution coefficient reached (0.014, which indicates the moderation of the distribution of the sample

to the normal distribution curve, which occurred between ± 3 . Accordingly, "the sample is normally distributed, as whenever the value of the skew coefficient is limited to between ± 3 , the sample is homogeneous." (1). As for the standard error, it reached (0.287), which is a small value that indicates the internal stability of the sample results.

Table (10) shows the standard and raw scores, levels, frequency and percentage of the application sample for the Positive Thinking Skills Scale

levels	Standard score	Raw grade	Repetition	percentage %
very high	80-68	400-336	10	14.28%
high	68-56	335-272	12	17.14%
Average	56-44	271-208	42	60%
low	44-32	207-144	4	5.71%
very low	32-20	143-80	2	2.85%

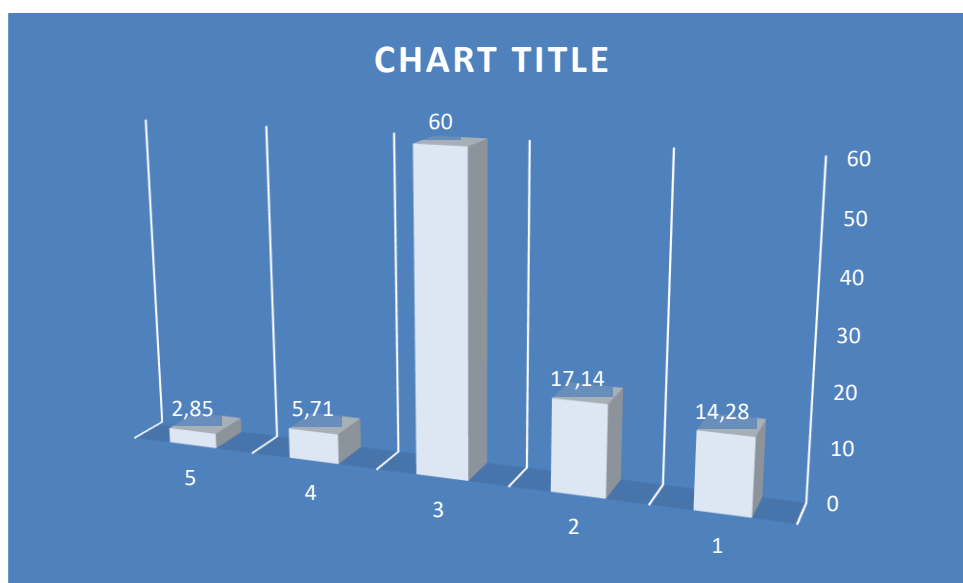


Figure (1) shows the levels of the Positive Thinking Skills Scale

Table (10) shows that the sample was distributed on several levels in the Positive Thinking Skills Scale, which shows that the individuals of the application sample who reached a very high level were (10) and their percentage was (28.14%). As for those who reached a high level, their number was (12) Their percentage was (17.14%), as for those who reached an average level, their number was (42) and their percentage was (60%), while those who reached a low level were (4) and their percentage was (71.5%). Very low, their number was (2) and their percentage was (2.85%).

The researcher attributes that the level of (very good) and (good) at which the skills of positive thinking fell, and the researcher attributes this result as an indication that the trainers possess preferred methods and methods, which allows

them to employ their abilities, organize their ideas and express them in line with the problems facing the achievement of the objectives of the training units. This means that most trainers may use several methods of thinking, which are expected to develop over time and as a result of the accumulation of experience in dealing with problems, meaning that the older the person, the more he generates ideas and solutions, and this is confirmed by (Majid) until " There is a set of methods that allow the individual to deal with situations without indicating that there is a good or bad style, but it can be more or less appropriate for the situation or the task, and what is appropriate in one task may not be appropriate in another task.

Also confirmed by (Al-Amiri) "Each individual has his own style of preference, thinking and level of dealing with professional problems, and that the state of absolute independence between the methods of thinking does not exist, as they tend to link with each other and they do not tend to stability and stagnation, but are mobile and subject to change, Al-Hallaq also pointed out that "thinking requires the individual to practice the processes of planning, monitoring, and evaluating his thinking on an ongoing basis. This level of thinking is one of the highest levels of thinking. That is, it is thinking about thinking.

As for the level (average) in the scale of positive thinking skills and through the sample answers, this is due to the fact that the methods of thinking can differ between a trainer and another trainer, and the emergence of such a result, which is the superiority of some trainers over others in the level of positive thinking is due to a number of reasons Including that the self-efficacy and vitality of the trainers is more extensive, which enhances their experience and the capacity of their thinking, as well as knowledge, openness, follow-up, culture, sports practice, physical formation, and social and psychological conditions, which help to enrich their perceptual experiences and effectively affect their thinking and strongly may push them significantly This interpretation is consistent with what Al-Kubaisi touched on, "Some people are characterized by less differentiation and lower self-control compared to other people." Husam Saleh Al-Hindawi (2006 AD) also emphasized that the differences between individuals It is acquired through the process of socialization".

As for the level (acceptable and weak) of the positive thinking skills scale, the researcher attributes this to the fact that the thinking methods used by trainers may not be commensurate with many methods and methods due to the lack of opportunities that they have in practicing sports activities and not participating in training and development courses, as well as the methods of socialization that Make them depend on others. Some trainers do not have the greatest responsibility and bear the burden in facing the problems they face. The more the individual is in contact with the problem, the better the solution.

This explanation is consistent with what Al-Aboudi touched on: "Individuals have more roles in society and more opportunities to go through experiences and confront problems, and this is due to the methods of socialization and mental capabilities, as some individuals are encouraged to be independent and think in analytical ways more than other individuals, which leads To develop this knowledge in general for some individuals.

Conclusions and Recommendations

Conclusions

In light of the results reached by the researcher, the following set of conclusions were reached:

- 1- The sample has different levels of positive thinking skills
- 2- The various positive thinking skills contribute to the development of creativity among volleyball coaches.
- 3- Most of the sample answers were at the average level, and this means that most of the trainers have a good level of positive thinking skills

Recommendations

- 1- Utilizing the Positive Thinking Skills Scale that the researcher prepared in the Positive Thinking Skills Scale for Volleyball Premier League coaches.
- 2- Generalizing the results of the current study to volleyball coaches
- 3- Emphasis on the skills of positive thinking in the field of work by choosing the appropriate method for the purpose of entering the goal as soon as possible.

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