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The effect of a counselling program (behavioural-cognitive) in the emotive response and achievement motivation of basketball players

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Abstract---The importance of the research was in preparing a counselling programmer (behavioral-cognitive) based on the development of self-control and training on emotion control and coping skills to deal with stressful situations especially accompanying all training "periods" and knowing the effectiveness of this counselling programmer for Al-Tadamun Sports Club players after training is done on how to practise it to bring the player to the required psychological stability and thus control their emotions. The study concluded that the activities and events that belong to the behavioral-cognitive theory helped the players deal with stressful situations during the match, and it was found that the results of hormones and physiological indicators related to psychological stress were reduced. The results showed the importance of group counselling because it prepares the individual to express his emotions when he learns the ways that suit the group, and this enables the individual to be able to adapt his behaviour to the goals of the guiding group.

Keywords---counselling program, emotive response, achievement motivation, basketball players.

Introduction

The importance of the research was in preparing a counselling programmer (behavioral-cognitive) based on the development of self-control and training on

emotion control and coping skills to deal with stressful situations especially accompanying all training "periods" and knowing the effectiveness of this counselling programmer for Al-Tadamun Sports Club players after training is done on how to practise it to bring the player to the required psychological stability and thus control their emotions. On the subject of the study, the emotional experiences associated with sports competitions are more intense than what the individual goes through on his normal day, which affects their motivation and behaviour during competition. Her current research is a relatively recent method, which focuses on how an individual perceives different stimuli and their interpretations of them cognitive operation of information that sees that during periods of psychological stress, the individual's thinking becomes more rigid and more distorted, and that this treatment is effective, organised and specific at a specific time. Hence, the problem of the study is determined by knowing the effectiveness of the counselling programmer in achieving psychological or emotional stability to achieve results. The second aspect is to mobilise their energies and capabilities in order to develop the achievement motivation so that the player's motivation becomes more and more important for the players of Al-Tadamun Sports Club in basketball. Solidarity Basketball (Ntoumanis, N., Biddle, S. J., & Haddock et al 1999).

Practical Part

The researcher used the experimental method on the 23 players of Al-Tadamun Sports Club by creating two equivalent groups. an experimental number (10) for each group in a simple random way:

The homogeneity of the research sample

To ensure the homogeneity of the members of the research sample and motivated by controlling the variables that affect the accuracy of the research results, the researcher verified the homogeneity of the sample members through the variables (mass, age, and weight), as she used the torsion coefficient, as shown in the table.

Table 1

The statistical parameters show the arithmetic mean, standard deviation, median, and skew coefficient of the variables (length, mass, and age)

No.	Statistical Treatment	Unit of Measurement	Arithmetic Mean	Standard Deviation	The Median	Skew Coefficient
1	Weight	kg	76.642	4.372	77	0.44
2	Length	cm	182.5	6.855	181	0.656
3	Old	year	23.7	2.121	23	0.99

The research sample members are homogeneous in the morphological variables because the results of the torsion coefficient were all confined between (+1), so the research sample members are homogeneous with the mentioned variables.

Equivalence of the two groups

Table (2) shows the researcher's process of parity between the two groups in the variables studied in the research, which are (physiological indicators, hormone levels, emotional response, and achievement motivation).

Table 2
The equivalence between the control and experimental groups in the variables studied in the research

Variables	Control group		Experimental Group		Calculate (t)	Significan t	Statistical Result
	Mean	STD.EV	Mean	STD.EV			
Handling	114.97	14.66	112.08	15.28	1.64	0.423	Non sig.
Scoring	72.22	6.41	74.91	7.10	1.97	0.471	Non sig.

Field Research Procedures

Determine the variables used in the study

Psychological scales used in the research

Emotional response scale

After reviewing many scientific references and previous studies, including (Muhammad Hassan Allawi and Muhammad al-Arabi Shamoun) and (Muhammad Ahmad al-Mubaidin (2012), Iyad Ali Hussein (2011), Maytham Salih Karim (2011), Nibras Kamel Hedayat (2010), Nicholis (2010), and Nicholl2009), the researcher found that the emotional response scale developed by (Thomas Tetko) Arabization of Muhammad Hassan Allawi and Muhammad al-Arabi) is the most appropriate for the current study, as it consists of 42 items and in each paragraph, five (5) alternatives to the answer are (always, often, sometimes, rarely, never) The score gives the player the opportunity to express his trends in seven separate attributes that have an impact on the sports field. The highest score a player can get is (42) and the lowest score is (210), and the hypothetical mean is (126). When correcting the scale statements, the statements are given as follows:

Always = 5 degrees, often = 4 degrees, sometimes = 3 degrees, rarely = 2 degrees, never = 1 degree, and the scores for each dimension are collected separately because the scale does not have a total degree the dimensions.

Achievement-Motivation Scale

After reviewing the sources and previous studies that used the measurement of achievement motivation, the researcher found that the Joe Wells scale (Wills, 1982) is the most appropriate for the current study, as he built a qualitative scale

for the sports field to try to measure the achievement motivation associated with sports competition, and the scale includes three areas:

- "Power Motive"
- Motivation to succeed
- Motivation to succeed

The scale included 40 items; 12 phrases for the ability motive domain, 15 phrases for the achievement motivation domain, and 13 phrases for the failure avoidance motive domain; and the scale included five alternatives (very high degree-great degree-medium degree-little degree-very little degree). Wells said, "By finding the validity of the scale by using logical honesty and to find stability, the alpha coefficient was used on a sample of athletes, which amounted to (764) mathematical and (253) sports." Avoid failure. Muhammad Hassan Allawi (Arabized the scale and applied it to the Egyptian environment. It was limited to two dimensions: the motive for achieving success and the motive for avoiding failure. The scale items amounted to twenty (20) items. (2-4-6-8-10-12-14-16-18-20) and they are all positive in the direction of the dimension except for the phrases (4-8-14), which are negative in the opposite direction of the dimension. As for the motive of avoiding failure, it included the phrases (1-3-5-7-9-11-13-15-17-19), and they were all positive except for the phrases (11-17-19), which are the opposite of the dimension direction.

Scale correction

The statements are corrected according to the following: 5 degrees too high, 4 degrees too high, 3 degrees moderately high, 2 degrees too low, 1 degree excessively high), In order to extract the total score of the scale, the scores obtained by each player in his answers for all the items of the scale are collected, as the highest score is (100) and the lowest score is (20), while the score is impartiality is the sum of the degrees of the estimation scale (1-2-3-4-5), dividing it by (5), and multiplying it by the number of paragraphs, meaning that the degree of impartiality is 60 degrees.

The scientific basis for the test

First, the validity of the two scales

The degree of honesty is the most important factor for the quality criteria of tests and standards, and the researcher used apparent honesty to verify the validity of the two standards.

Virtual validity

The two researchers used the apparent validity, which is among the content validity, to extract the validity coefficient of the emotional response and achievement motivation scales. The statistical significance of the chi-square between agreeing and disagreeing shows that all paragraphs of the two scales agree that all arbitrators approve. (Stoeber et al 2011)

Second: stability

This method depends on splitting the test, whose stability is to be determined, into two equal parts after applying it to one group. There are several ways to split the test. The first half of the test may be used against the second half, or you may use odd-numbered questions versus even-numbered questions. The researcher relied on the data of the members of the basic sample of (20) players for the emotional response and achievement motivation scales, as the scale items were divided into two halves: individual items and paired items. The researcher then extracted the correlation coefficient between the total scores of the two halves of the items of the emotional response scale, consisting of (42) items, and the achievement motivation scale, consisting of (20) items using the Pearson method and by means of the statistical bag (spss), as for the extracted correlation coefficient, it means stability for only half of the test, and in order to obtain complete stability of the test, the Spearman-Brown equation was applied. It was found through the values of the stability coefficient that they are highly reliable indicators of the reliability of the test.

A cognitive behavioural program

It can be said that the changing situations and circumstances that the players face during the match have effects and repercussions on the players' behaviour and reactions, which negatively affect the level of the players and their motivation for achievement and thus the outcome of the match. And the wrong cognitive ideas to control emotions and control the quality of non-adaptive responses and develop achievement motivation. Accordingly, there is a need to design a counselling programme (behavioral-cognitive) that depends on multiple techniques to test its effectiveness among Al-Tadamun basketball players.(Whelan, J. P., Mahoney, M. J., & Meyers, et al 1991).

Program Goals

It aims to reduce anxiety and reduce hatred and anger, as it provides the individual with a way to help him reduce self-blame, others, and circumstances through a logical analysis of his problems. Aim s at the growth and development of self-control skills.

- It aims at training in continuous self-observation, activating the role of self-monitoring of non-adaptive behaviors, and training in problem-solving steps and decision-making.
- It aims at making the individual aware of what he is thinking, distinguishing between sound thoughts and distorted thoughts, and replacing defective judgments with accurate and correct ones.
- It aims to change the players' misperceptions, correct them, modify them, or change them, which may lead to the demise of the players' misconceptions.
- It aims to inform the client of cognitive readings related to his problems, provided that these readings contain scientific and rational ideas for interacting with them.(Smith, R. E., & Smoll, F. L. et al 1991).

Program content

The content is the core of the extension program, as its success is determined by the extent to which it has on the same counsellor on what this programmer contains of scientific material. The content is chosen in light of the program's objectives, where it is possible to rely on the selection and preparation of content on multiple sources, including access to previous studies, books and references, periodicals, conferences and events related to the subject of the programmer content has been prepared according to the following:

- The content was subjected to a theoretical background that accommodates the changing psychological situations and conditions during the match and expresses its outputs through changing non-adaptive behaviours and wrong cognitive ideas in order to control emotions, control the type of emotional response and develop achievement motivation among the experimental sample members.
- The researcher reviewed a set of theoretical literature and a set of counselling programs related to psychological pressure and achievement motivation.
- Relying on knowledge and mental processes, activities, and skills) in preparing the content of the program, which consists of three dimensions to be compatible with this type of guidance programmer. (Duda, J. L., & Ntoumanis, N. et al 2005).

Main experience

Pre- test

The pre-test was conducted on 12/2/2022 on Saturday in the sports hall of Al-Tadamun Sports Club, where the researcher applied the tests to the members of the basic research sample of 20 players by distributing a special questionnaire for each of my scales (emotional response, achievement motivation) inside the hall. Before the game, the results were collected and extracted so that they could be compared to the results of the post-tests to find out how the independent variable affected the control and development of the dependent variable.

Application of the guidance program

- The program was implemented collectively in one of the halls allocated in the Solidarity Club, with 8 sessions, each of 45 d, starting from the date of February 15, 2022, the date of the first session, with two sessions per week.
- His theoretical framework was based on behavioral-cognitive counselling based on the behavioral-cognitive theory of Meikenbaum, and the procedures for following the sessions were in the following sequence:
 - Check the participants' reactions to the previous session.
 - Reviewing the homework (by asking what the assignment was and thanking the people who did it well).
 - Linking (the last session is reviewed so that it can be connected to the next one)

- Work list (which includes the title of the new session and what will be discussed, which will be in the form of a work list)
- Implementation of the work list items (by clarifying the new topic and its importance to them and how to benefit from it and apply it in reality using cognitive and behavioural methods)
- Homework (exercises and tasks for the next week)
- Calendar (summarizing what took place in the session, asking questions to the players, identifying the pros and cons of it)
- In the closing session, a date was set for the post-test under the same conditions.

Post_test

The post-test was conducted on March 17, 2022, corresponding to Thursday, for members of the experimental and control groups and in the same circumstances in which the pre-test was conducted by distributing questionnaires for the two scales to the players in the gymnasium before the start of the match. The results were collected and compared with the results of the pre-test in order to determine the effect of the test. counselling program (behavioral-cognitive).

Statistical Means

The researcher used the statistical package for social sciences (SPSS).

Results

It included the presentation of the results that were reached after collecting the data related to the pre and post tests for the two research groups, which were analysed and discussed to determine the extent of progress in the level, in order to achieve the objectives of the research and verify its hypotheses. Presentation, analysis, and discussion of the results of the control group in the pre and post_test of the emotional response and motivation for achievement among basketball players.

Table 3

The arithmetic mean, standard deviation, and the calculated t-value between the pre and post tests of the control group in the emotional response and achievement motivation among basketball players

Variables	Pre-test		Posttest		(t) Calculate	Significant	Statistical Result
	Mean	STD.EV	Mean	STD.EV			
Handling	114.97	14.66	110.53	12.24	2.12	0.658	Not Significant
Scoring	72.22	6.41	73.36	7.34	1.61	0.852	Not Significant

The arithmetic mean of the emotional response in the pre-test was (114.97) with a standard deviation of (14.66), while in the post-test, the arithmetic mean was

(109.53) with a standard deviation of (12.24). The calculated (t) value was (4.86) and the (sig) value was (0.005), which is a value less than (0.05), which indicates the existence of significant differences between the pre-and post-tests and in favour of the post-test. The pre-test arithmetic mean was (72.22), with a standard deviation of (6.41), while the post-test arithmetic mean was (79.36), with a standard deviation of (7.34), and the calculated (t) value was (4.61), with a value of (sig) (0.002), indicating the existence of significant differences between the pre-and post-tests and in favor of the post-test. Presentation, analysis, and discussion of the results of the experimental group in the pre and post tests of the emotional response and motivational abilities of basketball players.

Table 4

The calculated t-value was compared between the arithmetic mean, standard deviation, and the calculated t-value between the pre and post tests of the experimental group in the emotional response and achievement motivation among basketball players

Variables	Pre-test		Posttest		Calculate (t)	Significant t	Statistical Result
	Mean	STD.EV	Mean	STD.EV			
Handling	112.08	15.28	105.56	13.43	7.29	0.000	Significant
Scoring	74.91	7.10	84.26	6.98	6.19	0.000	Significant

The arithmetic mean of the emotional response in the pre-test was (112.08), with a standard deviation of (15.28), while in the post-test it reached (105.56) with a standard deviation of (13.43), and the calculated (t) value was (7.29), which is a value less than (0.05), which indicates the existence of significant differences between the pre and post tests in favour of the post test. The arithmetic mean of achievement motivation in the pre-test was (74.91), with a standard deviation of (7.10), while in the post-test, the arithmetic mean was (84.26), with a standard deviation of (6.98), and the calculated (t) value was (6.19), which indicates the existence of significant differences between the pre and post tests in favour of the post test. Presentation, analysis and discussion of the results of the experimental and control groups in the post-tests of physiological indicators, hormones of the hypothalamic-pituitary-thyroid axis, emotional response, and achievement motivation among basketball players.

Table 5

The difference between the arithmetic mean, standard deviation, and the calculated t-value between the post tests of the control and experimental groups in the emotional response and achievement motivation among basketball players

Variables	Pre-test		Posttest		Calculate (t)	Significan t	Statistical Result
	Mean	STD.EV	Mean	STD.EV			
Handling	110.53	12.24	105.56	13.43	4.96	0.000	Significant
Scoring	73.36	7.34	84.26	6.98	5.43	0.000	Significant

The arithmetic mean of the emotional response in the control group was (109.53) with a standard deviation of 7.34, while in the experimental group, the arithmetic mean was (105.56) with a standard deviation of 13.44, and the calculated (t) value was (4.96), and the (sig) value was (0.000), which is a value smaller than (0.05), which indicates the existence of significant differences between the control and experimental groups and in favour of the experimental group (Stoeber, J. et al 2011). The arithmetic mean of achievement motivation in the control group was (79.36), with a standard deviation of (7.34), while in the experimental group, the arithmetic mean was (84.26), with a standard deviation of (6.98), and the calculated (t) value was (5.43), which is a value smaller than (0.05), which indicates the existence of significant differences between the control and experimental groups and in favour of the experimental group. Talking about the results of the emotional response and motivation to achieve tests given to the experimental group before and after the study. The results that were presented indicate that there are statistically significant differences between the scores of the members of the experimental group between the results of the pre-measurement and the post-measurement of the emotional response variable after the application of the indicative programme and in favour of the post-test. The individual has and replaces it with new behaviors, in other words, replacing the unwanted behavioural patterns from appearing, which is known as the opposite palm or mutual desist, and it means working to form a new desirable response that is in opposition to the responses of fear and anxiety that are provoked in the individual during the game, which indicates.

This result indicates the effectiveness of the counselling programme that was designed by the researcher and which is based on the behavioral-cognitive counselling approach, including the goals, methods, and cognitive and behavioural techniques, especially the lectures, group discussions, relaxation, and homework, which contributed to introducing players to ways to deal with stressful situations and skills to adapt to stress. introduces players to what automatic thoughts are, how to replace them with positive thoughts, and how to deal with the problem. Stressful situations, which increased their ability to deal with them because the main idea on which the programme is based is that individuals' emotions and behaviour are related to their thinking and had a positive contribution to the study sample. Therefore, the programme worked as an outlet for the counsellors to express their problems and obstacles facing them

during the competition period while playing, as the results showed the pre and post tests of the achievement motivation variable that there were moral differences in favour of the post test and that the counselling programme contributed to improving the achievement motivation. This result is consistent with the results of some studies, including the study of Odeh Suleiman Murad and the study of Alasemy, R., & Badria (), whose results indicated the effectiveness of the programme used in the study to improve achievement motivation among the members of the experimental group.(Whelan, J. P., Mahoney, M. J., & Meyers, A. W. et al 1991).

Conclusions

From the results obtained, we can conclude the following:

- The proposed indicative approach helps basketball players develop their emotional responses and motivation to do well.
- There are statistically significant differences in the results of the emotional response and achievement motivation scales between the pre- and post-tests for the experimental group that was given a counselling programme based on cognitive behavioural therapy.
- The study concluded that the activities and events that belong to the behavioral-cognitive theory helped the players deal with stressful situations during the match, and it was found that the results of hormones and physiological indicators related to psychological stress were reduced.
- The results showed the importance of group counselling because it prepares the individual to express his emotions when he learns the ways that suit the group, and this enables the individual to be able to adapt his behaviour to the goals of the guiding group.

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