



## The Relationship of Physical Self-esteem to Some Basic Volleyball

### Skills for Third-stage Students

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**Abstract.** Football plane of the games important and basic, which is loved by millions and are the skills of basic football plane in phase three of the most important skills that are built on attitudes of students, This study concluded that there is a level of the average of estimate of self - physical one who members of the sample search. That there is a level average of performance in Some of the skills the basic ball flight for members of a sample search. It is not there a relationship between the estimation of self - physical and some skills, basic ball flight for members of a sample search. She recommended the use of different psychological measures on the third stage students to identify them in all respects, in addition to the physical and skill aspects. Wa due to studies of correlation between the factors of psychological students and the performance of the skill in the ball flight. And conduct studies of correlation between the factors of psychological students and the performance of the skill of the various games sports other.

**Keywords:** self - physical, skills, ball flight, students, stage III.

## INTRODUCTION

### 1 -1 Research importance

Volleyball is one of the most important and basic games loved by millions. The basic skills of volleyball in the third stage are among the most important skills on which students' attitudes are built. The game of volleyball is of great interest in the lives of peoples and nations because of the fun and excitement it provides to players and followers from different segments of society as a result of technical performance and suspense, as well as the presence of challenge and excitement among competitors. Reaching the skill performance of volleyball to a high level, which is concerned with specialists and coaches in the game is only the process of practice only, but the knowledge of a number of factors and psychological variables and the assessment of the various physical self..... and others. As the players need many training requirements in mobilizing and controlling the psychological energy at the beginning of each training and every match ((If the physical energy can be regulated and controlled through planning the training load, then the psychological energy can be controlled by teaching the player how to control his thoughts and his emotions, and this is the general goal of psychological preparations) (Osama, 2005). On the other hand, some studies have found that physical self-esteem has an effective impact on an individual's behavior and personality. And in the nature of his awareness of the environment, and then in the way of his behavior, so it is considered a significant and influential factor in directing and determining behavior, as Salih indicates ((that human behavior and personality are affected by what he carries of his concept of himself, which makes it acknowledge the existence of a close relationship between the behavior of the individual and his concept of himself) (Qasim, 1997) Abdel-Fattah concluded ((that people who are distinguished by high degrees of self-concept are more compatible)) (Camellia, 1974). The multiple and sequential volleyball skills and the rapid pace of playing created a skill interdependence, in which each skill depends on the one before it and the one that follows it. Knowing the type of this relationship between physical self-esteem and skills and the relationship of the psychological aspect with the degree of its impact on the performance of skills in volleyball is one of the important things that the researcher sees studying.

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## 1-2 Research Problem

Through the study, a researcher at the Faculty of Physical Education and Sports Science and consulted some of my teaching volleyball researcher noted a weakness in a no skill performance of some of the skills of no basic volleyball and that there is variation evident between students in a no disease may be due to causes or psychological changes Affect performance, including students' physical self-esteem. The problem of not confront the following question: - Is there a relationship between the estimation of self - physical wa ED DONC skill of some of the basic skills in volleyball?

## 1-3 Research Objectives

1 - Identifying the degree of physical self-esteem among third-year students.  
2 - Identify the level of a certain skills disease only basic plane ball at the third stage students in the Faculty of Physical Education and Sports Science. 3 Identify the relationship between self - esteem and physical performance skill of some of the basic skills of volleyball ball.

## 1-4 research assignments

1 - There is a low degree of to estimate the tastiest of T students at the stage third in the College of Physical Education and Sports Science.  
2. There is a low level of a disease skill of some of the basic skills for students of phase III in the College of Physical Education and Sports Science.  
3. There is a relationship positive correlation between the estimation of self - physical and a skill performance of some of the basic skills of the ball flight.

## 1-5 borders Search

A to field A to Zamani: from 8 \ 1 \ 2017 and Guy of 15 \ 1 \ 2017

- Time range: the period from 8/1/2017 to 15/1/2017
- Spatial domain: the indoor volleyball hall in the College of Physical Education and Sports Sciences, University of Baghdad.
- The human field: third-year students in the College of Physical Education and Sports Sciences, University of Baghdad

## 2- Literature review

### 1\_2 theoretical studies

#### 1\_1\_2 Estimation of self - physical

It seems that human thought has been convinced for a long time of the idea of a tangible human being who lurks in the human heart or brain to attribute to him everything related to his life and psychological states (Radi, 1998). The basic physical self, how it arose, and when the psychological theory tried to show the nature and growth of personality, the physical self occupied a large space in personality theories, where Rogers (1959) indicates that personality begins to grow from the stage of infancy and that the important event for this infant during his whole life is the emergence of physical self-esteem Which is formed through the interaction of the individual with his environment and the sound psychological formative development of physical self-esteem takes place in an atmosphere in which the child can actually live the experience and be able to accept himself and others. The perceived or actual physical self and between the physical and ideal self, which means what a person aspires to be (Qasim, 1997). The same was true of Platonic philosophy (347-427 BC) and mythological philosophy (328- 384 BC) were the dominant ones in the Middle Ages (Qasim, 1989). Yunk indicates that the physical self is in the center of the personality and all other systems of personality growth gather around it in balance and stability (K. Hooke, 1971). While Adler focuses in his theory of the creative physical self, which is the dynamic component of the personality and his physical self represents a highly personal and subjective system (K. Hooke, 1971) Or Horney, you see that the realistic physical self is the source of the free and healthy growth of the inner energies of the individual (Horney, 1988) As for Aristotle, he contradicted his teacher Plato, where he united between the soul and the body, and that the body without the soul is a lifeless body, the soul is the image of the body and it is the vital function The body lives with it, feels and perceives (Buthaina, 1970)

A. What the religion of the E. Salami religion has been mentioned restraint in any data several of the Koran: In the name of God the Merciful ((do not swear by the Day of Resurrection and swear by all the mother of)) (Al Resurrection of Â Litan 1, 2), ((Snrehm E. Etna in the A. exceeded and in themselves until it is clear that the right)) (Sura separated verse 53). ((Same and other Vollmha Gore and piety)) (Al - sun of the Â Litan (6, 7)., ((O a wish she assured self-Return to your Lord is satisfied with its patients of)) (Al - Fajr 27.28).

Arab scientists discussed the topic of psychology, including the world Farabi where opinion tends to view a Flaton which is not a much agreement with the thought of E. salami and a char to the spirit of the E Wonsan is the jewel of the world to Â another is not formed in and characterizes the creation of a not Wonsan (Radi 1998). As well as the world agreed with Ibn Sina was the same as the definition is " a self Nha essence of a different body and body and confirms the duet is not there to the same place in a penalty of E. Wonsan" (Ali, 1984). This review is a for historical shows us a mock study of self - physical (self) and how they relate to their composition and character of the individual and the behaviors.

### 2\_1\_2 the evolution of the human physical self

An individual personality grow and crystallize on several stages and a and her infancy E. y a n a they happened to the baby is the emergence (estimate self - physical) which is formed through its interaction with its environment (Kassem, 1989).valdfou and tenderness of a Bowen, a child creates has a sense of security, discrimination, love and promote the cultural of self (David, 1985). And have an understanding of a child for a themselves in the outset of through the E Drakat Sensual (Muhammad, 2000). A n a well appearance for the emergence of appreciation of self - physical with the child is the e sensitive to physical self - physical of which grow from the E. organic sensors of repeated Vtturk a revenge in the same and provide him with the ID of the hard of the potential of and ability (master, 1976). And it reflects self - physical physical of the concept of the individual and distinctive way to understand his body (Mohammed, 1987).opaltdrj the development of the child towards the Independence of and turn his relationship from the home and the host of the teacher of the school where it becomes the main teacher model for the child When the child reaches the age of the adolescent of and then start feeling to accomplish the duties of a new and difficult of feeling b e sensitive Independence of (David, 1985).Oabdo thinking b physical self by the use of abstract values and trends of. At the stage of youth is characterized by stability and individual decision - making about religion and Filsv of the policy of the Hia of the future career to become a part of all counting appreciation of self - physical. Which provides clear a n individual's behavior and personality and self - composition directly related to the stages of growth and nurtures him (Muhammad, 2000). Any e n the face of early child the same look and Friends of e based on the high behavior of the phenomenon (Noori, 1995). Vtabaa of accommodating itself to the individual and his knowledge of great influence in his behavior and personal ambition, It may be an individual with a positive note and vice versa, and a n appreciation of self - physical positive makes the individual a much trust of and or us in its dealings with the Â others ' and in the A workers carried out by (Muhammad, 1992)., Otherwise in self - physical negative of make the individual concerned and weak personal so it is an estimate of self - physical stone of a SAS in building personal and has a fictitious special of the understanding of a dynamic person and psychological compatibility, in physical self is that of a individuals differ from each other and make them alone in their view of the world around them, which, it is the combination of winning our experiences of life of a personal appreciation of our value, which depends on how you think about ourselves and how to think about the Â others ' us (Hamid, 1977).

### 3 -1-2 estimate physical self in sports

We practiced the e defenders of all saliva sports of since antiquity began the individual sports features many of the features of personal and physical of which Ed T. important role in the formation of the personal sport of tried to psychologists determine the relationship between Riyadh of and personal from here emerged as a fictitious science sports psychology in the study of these relationship scientifically through the study of the behavior of individual sports and psychological abilities of mental and of where sports psychology known as personal as (the integrated system of the qualities that distinguish the individual from others) (fire, 1993). And E. Alone topics addressed by scientists in the field of sports is an estimate of self - physical (self- concept It is known as Pandora p andura) Estimation of self - physical as (the belief of the individual in his abilities and being able to Adda E particular type and as an effective, efficient and can succeed in ads DONC specific behavior (Muhammad, 1998).oichir Qassem Hassan Hussein to a n (physical self is the concept of which aspired to be the sports itself after a source of the impact and vulnerability in the environment of the peripheral of) (Kassem, 1998). known researcher estimating self - physical as internal self - strength of the editing capabilities and talents physical of psychological of mental of which is the starting point of the individual towards creativity and affect the previous experience of the appreciation of self - physical in an influential and effective, which in turn affect the athlete and his responses as leaving those experiences impressions, which in turn translated into both responses to stimuli, the behavior of these stirring responses a and verbal a and emotionally charged a and Marafih a and physiology of shall give those responses to the impression and perception

about the capabilities of sports and amenability this means strengthening progressive values of self - physical (which Variyada les positive concept itself is Balthag its clear of both himself and his abilities and skills do not seem to concern him a and frequency a and fear in attitudes is expected of as he accepts criticism from the coach and I have Its motivation for high achievement and excellence and Ba Sttaat its decision - making speeds of the ease (Muhammad, 1998) sees Qasim Hassan Hussein (estimation of self - physical) in the field of sports is what aspired to be the sports of the perception of himself and prepared a source of the impact and vulnerability in the environment of the peripheral of (Qasim, 1998). He points out ((my balls cratty)) To a n future development of a skill performance of currently relies on Ziad of interest in the psychological aspects of and is an appreciation of self - physical trend as opposed to the idea of the individual himself and his experience of personal any as a process aware of the individual from which personal characteristics and responds to p emotionally (Cratty,1970). E. What (a toxic full salary), it shows a n sense of values of self - physical of a are the needs that motivated move towards the exercise of sports activity as a n of a result of success through the practice of longer emphasizes the value of the individual self (Osama 1990), As the individual's self-evaluation is of great value in the struggle for achievement and superiority (Bandura, 1982).

Studies indicate that physical self-esteem is highly correlated with a positive psychological attitude towards the body (Jwar, 1988). And that the level of the individual's achievements in the areas of Riyadh of the Hia of longer MRA of the estimation of self - physical, so the individual must not p limits for estimating the self - physical (Millman, 1999).

Where we note when some of the players after their investigation advanced centers A and A figures are standard at least giving these players through the consistency in the level of their achievement and the reason for this is due to a low of estimating self - physical have a process of achieving self - physical process of a renewed and sustained in terms of expanding the scope of a Druk individual E y through the e deep Druk to estimate the self - physical open a janitor skills to reach the Siad of my mind of the body of (Muhammad, 1987). M n it shows us E n assessment of self - physical linked to many of the distinctive features of personal sports including feature cultural of self - esteem and confirmation of self - physical and conviction by the appreciation of self - physical, respected and considered self - physical..... All these attributes are derived from the E. person 's rulers to the image of himself or The same (Mohammed, 1992). Junction self - physical is associated with highly correlated psychological positive trend towards the body, the athlete who has a positive perception about itself has to be strong with its (neighbors, 1988). Make the individual a much trust of the transactions with the ' others ' and in a behind and affect its success (Muhammad, 1977). And otherwise the negative conception of the same negative impact on the individual and personal ambition and thus adversely affect the A 's disease. E. What respect for self - physical and mind in e Nha is directly linked to look sporty towards the abilities they reflect the personal satisfaction of the athlete, and self - respect, which is increasing at the E. Drake to the high level of abilities the more respect for sporting itself a become a much autonomy, and increased the likelihood of feeling anxious when confronted cash, a high level of anxiety resulting from cash and may lead to improve a Daih. But when the level of respect for the sport itself is low, it will realize the low level of his abilities and become a Daah weak when he directed his criticism (Hazza, 1989). Thus we get to estimate the self - physical is the sum of a Drakat individual for himself and incorrigible her, in physical self consists of experiences E. Draki of the emotional centered around the individual for being the source of experience and behavior and functions of this is the idea of the sports person himself is the core of President of the underlying character as that Here factor a Sassi in his adaptation personal, social and sports (Millman, 1999).Okhlas it is clear to us e n the level of individual achievement in the areas of Riyadh of the Hia of is a bitter e to assess self - physical, so must the individual not to put limits to the discretion of self - physical, process of achieving self - physical and multiple continuous in terms of expanding the scope of the process of E. Druk individual e through a y not deep Druk to estimate the self - physical open a janitor skills to get to the Siad of mental and physical of (faith, 2001).

### 5-1-2 Skill concept

Skill known Hia of Ala, or of a Nha - rich capability of or quality of the completion of a work, and therefore we find a n There are many titles that contain the term skill, for example: learning skill, skill engineer, and the skill of the trader... etc. (Wagih, 2000). The skill has been known to many specialists, including: Definition (Saleh Muhammad Ali 2000) E. y defined as " the ability to a disease specific action or a group of the A workers consistently work in which a group of muscles in the body Kostjab of external sexy, so that forms this pattern of work distinct aims to make a required effect with the economy in time and effort and what is used Resources" (Saleh, 1987). (Qasim Hassan) believes that skill is "the good timing of

high neural achievement, which in turn affects the muscle groups participating in the work after their interrelationship with the external and internal senses" (Qasim, 1995). But (Shmidt Schmidt, 1991) Has been defined: as "possession of printability in reaching a final results of the highest accuracy and less physical effort and at the lowest possible time" (Schmidt, 199). And he knew her (Safwat, 1998) As " the ability to direct Ahark of and control where the amount determines the skill level of control in Ahark and control of the degree to achieve the goal" (Safwat 1998).

#### 6\_1\_2 Basic skills in volleyball (Riyad, 2012)

Experts and specialists department in the field of education in volleyball basic skills and artistic of both on according to his point of view there from her department on that her total of basic skills did not go into a forms and a species each skill only when education and training, including from dividing them on according to the track natural ball b a Yeh to the e RESALE Finally beating its offensive of the Defense Department and some of them divided according the form of for a levels of stability associated with the disease a and Ahark of the pitch, including from a char to a fictitious divided according to the respects of anatomy e of a on and a wn and some of them linked to pAL a ball motor disease or without the ball and some of them divided according of a offensive and defensive tactical disease (offensive and defensive skills), but the division of a much precision and a fictitious is the division of skills in the game of volleyball into two types They:

(Basic skills in volleyball Volleyball Basic Skills Technical skills of volleyball Volleball Technical Skills The basic skills in volleyball are known. Volleball Basic Skills) As a total of meaningful skills of whether individual a m collective of and that the main objective is to play a game of volleyball in the simplest forms through the transfer of the ball and scrolling player colleague to Â another or facial of the team to the thrusting of the A other team of a Ex It is the milk of the basic construction of a SAS skills of a crown which begins with the education of a child and beginner to exercise play of the Bdaa of learning the skills of art yeh and specialization in the volleyball game and basic skills do not need a lot of physical capacity of the motor of when a Daiha and implementation of e y a n physical requirements of needed relatively small compared to the technical skills of which need a lot of capacity and E. Mkanyat physical of psychological of motor and of others.

And divide the skills of no basic volleyball to:

Passing skill is of two types:

#### ☑ Over Hand Passing (Hussain, 2011)

The lead in two ways (scrolling skill of the A on a no Mami e and the back of) two skills by a n should a n Egidhma players all of them and be intended to guide the ball and passed to the player colleague in a praise play or through the E Hme in training at the stadium itself or pass and guide the ball to the opposing team and the stadium is not a basis for education and technical skills development of (receiving the e RESALE of the a on defending the pitch and a counter).

And have a no disease skill scrolling of the Technical A on the A Mamah form of a T: -

1 \_ Mtbaeidtan feet Bmsav of a suitable of the weight of the body Aua evenly on the feet and be a Alone on the feet advanced a other little.

2\_ body annexes are close and hands a Mam Jebbeh of.

3 \_ hands and adjacent a Saba Vd of and spaced of so that the E. Haman and Sbaptan Amtdadahma a triangle.

4 \_ palms hands are concave so rotated the ball with quite disproportionate and a Saba surroundings ball.

5 \_ the arms are bent and the elbows point forward and outward a little.

6 \_ touching the ball of the parties to a Saba A on and a Mam Jebbeh of little and E. Haman in the level of a tread and almost a Saba destined for a on.

7 --In a praise for handling the ball in front of Wa on the student 's extended knees and arms towards the path of the ball.

- Serving

(Front and Side Under Hand Serving)

This type of transmissions is performed in two ways: the front facing, and the sender's body facing the playing field, either side sending, so the player's shoulder is for the ball-carrying hand towards the court and the hitting hand in the other direction. The performance is as follows and according to the specifics of each type:

1 - The performer stands behind the service line (a suitable opening between the feet) and the foot is left ahead of the right (the sender who uses the right hand and vice versa).

2\_ the knees are slightly bent.

3\_ Hold the ball with the palm of the hand (with the left hand of the sender who uses the right hand and vice versa).

4\_ throwing the ball up with the left hand, approximately shoulder height (for the sender with the right hand).

5\_ the ball is hit at the bottom of the back with a slight bend in the body.

6\_ the ball is served either with the palm of the hand or with the top of the palm of the hand or with the fist of the hand and the thumb to the side.

Either the technical performance of the skill of passing from the top in the background is as follows: -

1 - The player must keep his entire body under the ball when touching it.

2\_ the extension of the body and arms up and back and in the direction of passing the ball.

3\_ Pull the pelvis forward and up, with the head back slightly and arching in the back.

4\_ transferring the body's weight to the combs during performance.

5\_ pushing the ball with the fingers while extending the arms and body back.

B\_ under Hand Passing

It is one of the skills that all players must master, and the goal is to direct the ball and pass it to the fellow player during play or during the warm-up in training in the field itself, or pass and direct the ball to the opposing team's court. It is the basis for learning and developing technical skills from skills (Receiving the serve from the bottom with the arms - defending the field with the arms and in its different forms - preparing from the bottom) Therefore, novice and junior players must master it and perform it in a good and correct manner.

Technical performance of the skill of passing from the bottom of the hands:

1\_ Standing open with the knees bent and the torso slightly bent forward, and the weight of the body is distributed over the feet evenly, with one foot ahead of the other.

2\_ The arms are limited to the front and a little to the bottom and held together.

3\_ The fingers of the palms are placed one on top of the other and the palms of the hands are adjacent so that they form the number (8) in Arabic when looking at them from the performer. Then the thumbs are placed adjacently and parallel to the fingers of the upper palm, and the ball is hit on the inner part of the forearms and directly behind the wrist joint of the hand.

4\_ Extend the knees to reach a standing with the hands swinging from the shoulder to hit the ball with the forearms while transferring the weight of the body from the back leg to the front.

5\_ The ball is touched with the forearms from the inside in a large flat and the torso continues until the weight of the body reaches the toes.

6\_ The knee should be directed from the shoulders and not from the elbow.

2\_2 Similar studies

1\_2\_2 Tamadur Abdul Aziz Mohsen study 2001: The relationship of the physical self-concept with some elements of physical fitness and skill performance in gymnastics. A sample of the research included students of the College of Physical Education and Sports Sciences, University of Baghdad. The thesis aimed to: 1\_ Identify the type of relationship between the dimensions of physical self-esteem and some elements of physical fitness and skill performance in gymnastics for the members of the research sample. 2\_ Identifying the differences for some elements of physical fitness and the dimensions of physical self-esteem among students of different academic levels. The researcher concluded: 1\_ There are no moral differences between students of the three academic stages (second, third and fourth \* Gymnastics specialization \*) in the dimensions of physical self-esteem and in some elements of physical fitness and in skill performance in gymnastics. 2- There is a directed moral correlation relationship between the family physical self dimension and some elements of physical fitness for the third stage students. 3\_ There is a direct moral correlation relationship between the dimension of the realistic physical self and the physical self, acceptance of the physical self, the family physical self, and criticism of the physical self with the skill performance in gymnastics for the third stage students.

### **3- Research methodology and field procedures**

3-1 Research Methodology: The researcher used the descriptive approach to suit the problem to be solved.

3-2 The research community and its sample: The research community included students of the third stage in the College of Physical Education and Sports Sciences, whose number (??) The researcher chose Division (D) at random and the number of students was 32 students, 16 of whom were excluded because they did not fill out forms or were absent on the day of distribution The questionnaire thus became the

number of the sample (16) female students, and they represent a percentage (%) of the research community.

3-3 Devices and tools used: 1- Physical self-esteem questionnaire 2- Volleyballs (6) 3- Volleyball net

3-4 The exploratory experiment: The researcher conducted a reconnaissance experiment on Wednesday on 6/1/2017 for the purpose of identifying the time required to fill out the questionnaire and the extent to which the sample accepted the questionnaire statements and agreement with the subject teacher for the purpose of assisting in the implementation of the research procedures.

3-5 Physical Self-Esteem Scale (Appendix No. 1): The scale consisted of 7 phrases: 4 phrases for each of the attributes: agility and strength characterized by speed and motor speed. 3 phrases for each of the two adjectives: endurance, strength and endurance, periodic respiratory. Two phrases each for the adjectives flexibility, responsiveness, and balance. One phrase for each of my adjectives: Great power and moving speed. Thus, the scale consists of 26 statements and the individual responds to each statement according to a five-graded scale (never, rarely, sometimes, often, and always). The scale is suitable for application to both sexes, starting at the age of 15 years.

• Correction: The scale consists of 15 positive statements, 11 negative statements and the numbers of positive statements as follows: 1 5 6 8 10 11 13 14 16 17 19 21 22 25 26 == and the numbers of negative statements are as follows: 2 3 4 7 9 12 15 18 20 23 24

The weights of the positive expressions are as follows:

*5 marks when answering: always*  
*4 degrees when answering: often.*  
*3 degrees when answering: Sometimes*  
*Two degrees when answering: Rarely*  
*One mark when answering: Never*

*The weights of the negative expressions are as follows:*

*5 points when answering: never*  
*4 marks when answering: Rarely*  
*3 degrees when answering: Sometimes*  
*Two degrees when answering: often*  
*One mark when answering: Always*

The researcher distributed forms scale forget to estimate the self - physical students on Sunday a brief summary of 1 5 \ 1 \ 2015 In the studied material volleyball, where the students filled out and returned to the researcher, it was agreed with the School Article (M. M.. Maher) to conduct practical tests of skills The basic skills of volleyball, which were included in the third stage curriculum on days (18) and (19), were the basic skills of volleyball. The score was from (10) for each student, which is considered the grade of the second semester practical exam for the members of the research sample.

3 -7 means of not STATISTICAL: The researcher using a bag not STATISTICAL SPSSFor the purpose of extracting only the premiums and standard deviations and simple correlation coefficient (Pearson).

#### 4- Presentation and discussion of the results

4.1 Presenting and discussing the results of the Tennessee Physical Self-Esteem Scale

Table (1) shows the arithmetic means and standard deviations in the physical self-esteem scale

the test	n	Arithmetic mean	standard deviation
physical self-esteem scale	16	79.0000	4.83046

From Table (1), the arithmetic mean of the research sample members appeared.79.0000) and standard deviation (4.83046Thus, we note that the arithmetic mean of the research sample individuals exceeds the default mean of the scale (65) slightly, and thus it can be considered that the sample members have an average level of physical self-esteem and with this result the first goal was achieved, but it did not apply with the first hypothesis of the research.

4-2 Presenting the results of the relationship between physical self-esteem and some basic volleyball skills

Table (2) shows the relationship between physical self-esteem and some basic skills in volleyball

Skills	n	Arithmetic mean	standard deviation	Sig	link
Self-esteem	16	79.0000	4.83046	0.057	random
skill performance	16	6.6563	.789910		

Significant  $\geq 0.05$

From Table (2), we notice that the arithmetic mean of skill performance (6.6563) and standard deviation (.789910) and the arithmetic mean of self-esteem (79.0000) and its standard deviation (4.83046) was the value of sig (0.057) which is greater than (0.05), so the correlation was random between physical self-esteem and skill performance in volleyball.

Thus, the second and third objectives of the research were achieved by identifying the level of skill performance in volleyball and the relationship between it and physical self-esteem, but this result did not apply with what the researcher assumed.

The researcher attributes this to the fact that the third stage students are beginners in learning volleyball skills, and that their performance is in its raw initial stages, which have not reached the mechanical stage, through which the performer can control his performance in the way he wants, as his concept of himself may be good, but that It does not necessarily dictate that it is affected by performance, or even performance is affected by the level of its self-concept, where the feedback, methods used in education and the number of repetitions have the main role in the level of performance, and the influence of the psychological factor may appear in the advanced stages of learning.

## 5- Conclusions and recommendations

### 5-1 Conclusions

- 1- There is an average level of physical self-esteem for the members of the research sample.
- 2- There is an average level of performance in some basic volleyball skills for the members of the research sample.
- 3- There is no relationship between physical self-esteem and some basic volleyball skills for the members of the research sample.

### 5.2 Recommendations

- 1- Using different psychological measures on the third stage students to identify them in all respects in addition to the physical and skill aspects.
- 2- Conducting correlational studies between students' psychological factors and skill performance in volleyball.
- 3- Conducting correlational studies between the psychological factors of students and the skill performance of various other sports.

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**Supplement (1)**  
**Physical self-esteem scale**

NS	ferries	Start	Scarcely	sometimes	frequently	Always
1	I can jump high a large rise					
2	When I train with weights, I can't repeat the exercise several times					
3	I can't jump forward too far					
4	I feel weak in the muscles of the legs					
5	I am a fast moving player.					
6	I can change or lose my body according to the game's OK changes.					
7	While I'm participating in the games I hope it ends quickly because I'm tired					
8	I can divorce quickly without hesitation					
9	It's hard for me to keep my balance					

10	I can easily change my body directions while playing					
11	I perform most skills quickly					
12	There are some of for movements I could not perform on the face required for a Nha require great flexibility.					
13	I can train to E for weights for a long time.					
14	I outrun most of my fellow sprinters.					
15th	When I train b e to feel fast weights tired.					
16	I move quickly to find the right place.					
17	When I fall, I can change the position of my body to absorb the shock until the injury.					
18	In matches I feel like I want to stop playing for a few seconds to catch my breath					
19	I am agile.					
20	I am afraid of getting a muscle tear when performing some movements that require a wide range.					
21	I can quickly change my directions and movements when the ball's trajectory changes.					
22	I feel like I'm better at doing speed weight training.					
23	I can't play strong matches until the end with the same vitality and energy.					
24	My slow movement makes me lose a lot of my skills.					
25	I can a disease a Kpraadd times when a train a certain weight in a specified time.					
26	I can act quickly to maintain my balance so as not to fall.					