



# Emotional Control Strategy And Its Relationship To Psychological Skills For Futsal Players (Advanced)

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## Abstract:

This study aims to examine the effect of the team teaching strategy on improving students' offensive basketball skills. The research employed a quasi-experimental method with a pretest-posttest control group design. The sample consisted of 40 students randomly divided into two groups: the experimental group, which was taught using the team teaching strategy, and the control group, which was taught using conventional methods. The research instrument included tests on offensive basketball skills such as passing, dribbling, shooting, and lay-up. Data were analyzed using paired sample t-tests and independent sample t-tests, assisted by SPSS software. The results showed a significant improvement in the experimental group's performance compared to the control group. These findings indicate that the team teaching strategy is effective in enhancing students' learning outcomes in basketball, especially in developing offensive skills. The collaborative approach between teachers allowed for more engaging, student-centered, and dynamic learning experiences. This study contributes to the field of physical education by offering an evidence-based teaching model that can be applied in practical classroom settings. Moreover, the findings provide valuable insights for educators, curriculum developers, and future researchers who aim to design and implement innovative, cooperative learning strategies to improve sports instruction in schools.

**Keywords:** Emotional Control Strategy, Futsal Players, Psychological Skills.

## 1. INTRODUCTION

One of the significant subjects that directly affects both society as a whole and the person in particular is sports psychology. Studying and evaluating personality theories, figuring out what motivates behaviour, and diagnosing social and psychological issues all serve to highlight its significance. The athlete is considered effective the more he is in harmony with the variables of the competition to ensure success, continued existence and progress. The athlete who is characterised by emotional strength is the one who searches in any individual or team game for new harmony in training and competition (Al-Lami et al., 2020).

One of the important and popular topics in the field of sports psychology, which has great importance in terms of its impact on the level of athlete performance, is the strategy of controlling emotions, which is considered one of the important topics that has a negative or positive impact on the level of development of the game and achieving the best achievements and result (Abod & AlHaddad, 2022). The strategy of controlling emotions is one of the main factors that has a direct impact on the level of performance of coaches and players, as it does not proceed at one pace, but rather we find it high at times and low at other times for many reasons, including the level of the player, the level of the competitors, the location of the race, and the audience present, especially during tournaments and sports matches (Hrebid et al., 2022). The ability to approach a situation of achievement with the belief of confidence and knowledge that both the body and mind are fully prepared for optimal performance. Emotional control strategy is a practical strategy and test to control negative thoughts and clarify the symptoms of stress that the individual suffers from (Al-Jubouri & Hussein, 2022).

The football player, in which the player tries to realize his abilities and achieve creativity in performance and achievement, and in order to control the requirements of training and competition, must have a high sense of control over emotions, as they greatly affect

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performance and affect his ability to face difficult tasks, which affects his athletic achievement.

The topic of psychological skills is one of the important topics in psychology and sports psychology. The past decades have witnessed several serious attempts to explain what lies behind the behavior in training and competition. There is no doubt that they possess psychological skills that make them do their best to challenge and not give up or withdraw even after being exposed to negative situations. Accordingly, it can be said that behind every behavior there are psychological skills that stimulate it and then work to direct and sustain this behavior in order to achieve the desired goal (Abdul Hussein & Hrebid, 2023).

Sports progress is linked to improving the level of psychological skills and then focusing on developing and mobilizing all the elements and components of success in the player. This comes through identifying the psychological skills of indoor soccer players through organizing and preparing them for sports competitions, their ability to face pressures, good concentration, and the ability to set goals that stimulate the challenge in a realistic way, in addition to their ability to imagine themselves using their psychological skills in the match.

The importance of the research is consistent with the current trend and the convictions achieved by many coaches in sports teams at all levels, who believe in the necessity of paying attention to the strategy of controlling emotions and psychological skills of athletes. This trend appears as a new scientific starting point in the path of scientific research and training work in general. Some of them are related to the players of this game, who have greatly benefited from these ideas and topics related to improving the level of performance and developing the athlete's ability by relying on the principles of sports psychology and achieving training and psychological integration in order to reach goals to serve futsal players. In order to help give suitable possibilities for doing scientific research in this subject, the current research can offer a new scientific addition to the physical education library.

Given the importance of the strategy of controlling emotions and psychological skills in raising the level of performance, in addition to the physical and skill factors and their role in integrating the construction and preparation of the player to be qualified to achieve advanced results.

When the coach is able to add psychological preparation as an independent unit within the training units and measure the player's psychological state to know the drivers of his behavior in achieving the desired goals and learn about the relationship between the psychological aspect and the physical aspect through his psychological preparation and trying to modify his behavior and emotions. This will certainly affect his psychological skills towards excellence and distinction, both inside and outside the field, and how to enhance them. Researchers will seek to find the relationship between the strategy of controlling emotions and the psychological skills of indoor soccer players (advanced).

## 2. MATERIAL AND METHOD

### 2.1 Research methodology

Because the descriptive strategy was appropriate for the nature of the study, the researchers employed correlational relationships and the survey method. For the 2023–2024 futsal league season, the entire research community was calculated from the players of the futsal clubs (applicants), totalling 240 players spread across 16 clubs. The research sample was chosen from 100 randomly chosen players. The methods used in this study are Arab and foreign sources, while the devices and tools used in the research are observation, questionnaire, and world wide web.

### 2.2 Field research procedures

#### 2.2.1 Control Strategy Scale

The emotional control strategy scale consists of (5) domains and (46) paragraphs, which are (psychological stability) and its paragraphs were (10) paragraphs, (emotion control) and its paragraphs were (10), (emotional awareness) and its paragraphs were (10), (emotional management) and its paragraphs were (8), (self-control) and its paragraphs were (8). As for the answer alternatives, they were as follows (5) points, if it applies to the respondent to a very large extent, (4) points if it applies to him to a large extent, (3) points if it applies to him to a medium extent, (2) two points if it applies to him to a small extent, and (1) one point if it does not apply to him. When the paragraphs are negative and the response is in accordance with the respondent's selected alternative, the opposite of these points is true. The respondent's scores for each option he selects from each paragraph of the scale are added to determine the scale's overall score. As a result, the respondent's maximum possible score is 230 points, which is the best possible score, and his lowest possible score is



46 points, which is the lowest possible total score on the scale. Regarding the scale's fictitious average score, it came to (138).

### 2.2.2 Psychological Skills Scale

Stephen Bull, John Albinson, and Christopher Shambrook created this scale in 1996 to gauge a few general mental-psychological elements of sports performance. It has six dimensions: the ability to visualise; the ability to focus; the ability to relax; the ability to face worry; the ability to focus; and the drive for athletic success. The scale is adjusted when assigning grades to the statements in the direction of the dimension based on the grade specified by the athlete in front of each statement. It contains twenty-four statements, each of which represents one of the six dimension (Ali Radhi Abdul Hussein et al., 2021). The answer is to select one of the six alternatives that applies to the statement (to a very large extent, to a large extent, to a medium extent, to a small extent, to a very small extent, does not apply to it at all). For the assertions in the other direction of the dimension, the athlete's grades are likewise inverted as follows: 1=6, 2=5, 3=4, 4=3, 5=2, 6=1

Each dimension's scores are gathered independently, and the closer an athlete's score is to the maximum score of 24 in each dimension, the more he is distinguished by the trait this dimension measures; conversely, the lower his score, the more he needs to train in the mental skill this dimension measures. As for the highest score on the scale, it was (145), which the researcher obtained by collecting all the acceptable phrases, which amounted to (24) phrases,

and multiplying them by the highest score, which is (6) degrees. As for the lowest score, it was (24) by multiplying the number of phrases by the lowest score in the answer alternatives (1). As for the neutrality score on the scale, it was (72) degrees (Mohamed et al., 2022).

### 2.2.3 Psychometric Properties Of The Research Scales

It provides information about the scale's outward appearance, including its language type and formulation, the degree of phrase intelligibility, and its suitability for measuring the desired attribute. To determine whether the sentences were valid for assessing the desired attribute, the researchers showed them to a panel of experts and professionals. By presenting the fields and phrases of the two research scales to a group of experts and specialists, the researchers were able to confirm apparent validity. Regarding the validity of each field and paragraph of the two scales, the experts fully concurred.

The Cronbach's Alpha equation was applied to the sample of (100) players' scores in order to derive stability in this manner. The standard Cronbach's Alpha coefficient and the stability coefficient of the psychological abilities scale were both 0.90, whereas the stability coefficient of the emotional control strategy scale was 0.91. We discovered that there is a small, nearly insignificant variation with the Cronbach's Alpha coefficient, which shows how stable the scale is, as shown in Table (1).

**Table 1.** Shows the stability coefficient according to cronbach's alpha equation for the emotional control strategy and psychological skills scale.

Cronbach's Alpha Coefficient	Emotional Control Strategy Scale	Psychological Skills Scale
Phrases 46	0.90	0.89

By using the data from the basic experiment sample, which consisted of 100 forms, the researchers were able to determine the stability of each paragraph and the relationship between the individual and paired questions. The data was entered into the Statistical Package for Social Sciences (SPSS), and the paragraphs of the emotional control strategy scale were then split in half. The reliability coefficient between the two halves' total scores—the odd and even items—was also determined using the psychological skills scale. The Pearson method was then used to get the correlation coefficient between the two halves' total scores from the raw data. In order

to determine the reliability coefficient of the test as a whole, the reliability coefficient must be adjusted or corrected. The correlation coefficient between the two halves reached 0.90, however these results only reflect the reliability coefficient of one half of the test. Consequently, the correlation coefficient was corrected using the Spearman-Brown equation. The stability coefficient after correction was 0.92, and for the psychological skills scale, it was 0.90, a high stability coefficient that can be used to estimate the test's stability because stability of 0.70 or higher is regarded as a good indicator of the scale's stability.

The researchers conducted a pilot experiment on a sample of (10) players from the original community of the (Police Sports Club) who were selected randomly on (7/9/2024) by distributing the form prepared for the players, and they were asked to answer the form. The aim of this experiment was the following Identify the suitability of the paragraphs prepared for this purpose, The extent of the clarity of the paragraphs to the respondent and the degree of his response to them., Calculate the response time and the time it takes to answer the scale paragraphs, and Ensure the clarity of the scale instructions. The researchers applied the research tools, the scales (emotional control strategy - and psychological skills) in their final form on the basic research sample, consisting of (100) players from the advanced category of indoor football players during the Iraqi Clubs Championship (Elite) which was held on the days (10-20) / 10/2024 at the Peshmerga Club Stadium in Sulaymaniyah / by distributing the research scales directly to the research sample, explaining the instructions for how to answer it, emphasizing the necessity of answering all paragraphs in a manner that suits the respondent, in addition to the honesty of the answer, and that it will be used for scientific research purposes only. The

final application period was (3) days. Statistical data were processed using a ready-made program (SPSS) and the researchers used the following methods, namely percentage, law (chi2), law of relative importance, arithmetic average, standard deviation, test (t) for independent samples, Pearson's simple correlation coefficient, spearman-brown equation, Cronbach's alpha equation.

The data collected from the pretest and posttest were analyzed using paired sample t-tests to determine improvements within each group and independent sample t-tests to compare differences between the experimental and control groups. Data processing was conducted using the latest version of SPSS software to ensure the accuracy and validity of the results.

### 3. RESULT AND DISCUSSION

#### 3.1 Result

The results of the difference between the arithmetic and hypothetical means of the emotional control strategy scale for short and medium distance players of Iraqi clubs.

**Table 2.** Results of the t-test for the difference between the arithmetic and hypothetical mean of the emotional control strategy scale for futsal players.

Scale	Sample	Mean	Std. Deviation	Hypothetical Mean	T-Value Calculated	T-Value Tabular	Sig Type
Emotional control strategy	100	161.12	4.87	138	2.98	8,87	Sig

\*Significant at significance level (0.05).

To confirm the differences between this average and the hypothetical average, the researchers used the t-test for one sample through Table (2), where the results of the statistical analysis revealed the existence of statistically significant differences, as the arithmetic mean value reached (161.12). With a standard deviation of (4.87) and a hypothetical

average of (138) and a calculated T-value of (2.98) at a significance level of (0.05), the tabular T-value reached (8.87), which is greater than the significance level of (0.05), and this means that there is a significant difference in the level of emotion control strategy for futsal players.

**Table 3.** Shows the statistical parameters of the dimensions of the emotional control strategy scale for futsal players.

N	Domains	Unit Of Measurement	Mean	Std. Deviation
1	Psychological Stability	Degree	38.10	1.69
2	Emotional Control	Degree	37.30	1.67
3	Emotional Awareness	Degree	36.52	1.61
4	Emotional Management	Degree	35.44	1.53
5	Self-Control	Degree	33.24	1.38

We find from Table (3), which shows the dimensions of the emotional control strategy scale, that the

arithmetic mean value for the psychological stability dimension reached (38.10) with a standard deviation



of (1.69), and the arithmetic mean value for the emotional control dimension reached (37.30) with a standard deviation of (1.67). The arithmetic mean value for the dimension of emotion perception was (36.52) with a standard deviation of (1.61), and the

arithmetic mean value for the dimension of emotion management was (35.44) with a standard deviation of (1.53), and finally the arithmetic mean value for the dimension of self-control was (33.34) with a standard deviation of (1.38).

**Table 4.** Shows the results of the t-test for the difference between the arithmetic and hypothetical mean of the psychological skills scale for futsal players.

Scale	Sample	Mean	Std. Deviation	Hypothetical Mean	T-Value Calculated	T-Value Tabular	Sig Type
Psychological Skills	100	120.78	3,90	72	2,89	3.84	Sig

\*Significant at significance level (0.05).

To confirm the differences between this average and the hypothetical average, the researchers used the t-test for a single sample, and through Table (4), the results of the statistical analysis revealed the existence of statistically significant differences, as the arithmetic mean value reached (120.78) with a standard deviation of (3.90) and a hypothetical

average value of (72) and the calculated t-value (2.98) at a significance level of (0.05). The tabular T-value reached (3.84), which is greater than the significance level (0.05). This means that there is a significant difference in the level of psychological skills of the psychological skills scale for indoor soccer players.

**Table 5.** Shows the statistical parameters of the dimensions of the psychological skills scale for the psychological skills scale for futsal players.

No	Domains	Unit Of Measurement	Mean	Std. Deviation
1	Mental imagery	Degree	19.10	1.73
2	Relaxation	Degree	18.33	1.66
3	Focus of attention	Degree	17.91	1.59
4	Anxiety	Degree	16.31	1.49
5	Self-confidence	Degree	15.24	1.30
6	Achievement motivation	Degree	16,55	1,53

We find from Table (5) which shows the dimensions of the psychological skills scale, where the arithmetic mean value for the mental visualization dimension reached (19.10) with a standard deviation of (1.73), and the arithmetic mean value for the relaxation dimension reached (18.33) with a standard deviation of (1.66). The arithmetic mean value for the attention

focus dimension was (17.91) with a standard deviation of (1.59) for the anxiety dimension, and the arithmetic mean value for the self-confidence dimension was (15.24) with a standard deviation of (1.49), and finally the arithmetic mean value for the achievement motivation dimension was (16.55) with a standard deviation of (1.30).

**Table 6.** Shows the correlation coefficient between the dimensions of the emotional control strategy scale and the dimensions of the psychological skills scale for futsal players.

No	Emotional Control/Psychological Skills	Psychological Stability	Emotional Control	Emotional Awareness	Emotional Management	Self-Control
1	Mental imagery	0.0431	0.057-	0283	0.579	0.153
2	Relaxation	0.940	0.120	**0.358	**0.487	0.0232
3	Focus of attention	*0.360	0.161-	*0.353	0.598	0.0518
4	Anxiety	**0.512	0.481	0.679	*0.632	0.799
5	Self-confidence	0.577	0.184	**0.365	**0.898	*0.776
6	Achievement motivation	**0.828	0.556	**0.733	*0.365	*0.659

It is clear from Table No. (6) that there are positive correlations between some psychological skills and some dimensions of the motivational traits scale for

the study sample. These correlations ranged between (0.0431) and (0.733) with a significant significance of (0.05).

### 3.2 Discussion

Researchers attribute the existence of a significant relationship between the emotional control strategy and psychological skills to the fact that futsal players underwent continuous and ongoing training under good training supervision, through which they were able to achieve high accomplishments, which led to the development of their emotional control strategy. This is what Osama Kamel Rateb confirms: "Performance in competitions is different from performance during training. Perhaps it is better to prepare the conditions of practice so that they resemble the conditions of competition. Therefore, he suggests certain situations that resemble the situations of competition. The more success the athlete achieves when performing this skill in different conditions, the more confidence he expects during competition (Al-Lami et al., 2020). This indicates that the strategy of controlling emotions helped the player deal with mistakes and shortcomings effectively, and continue to struggle to achieve victory, and through changing their perceptions of themselves and accepting themselves, and then increasing their self-confidence, which had a positive impact on the level of achievement.

The researchers believe that the result we reached was logical, as futsal players use their minds, control their emotions, and deal flexibly with situations when making decisions. This is what Al-Adgham confirmed, that a person should not make a major decision in his life unless he is calm and not agitated, and that emotion and thinking are two sides of a balance, the higher one goes, the lower the other goes (Verma, 2023). As for the variable of perception of emotions, researchers see in this result that perception of emotions, which represents the ability to be self-aware of emotions, such as emotional perception, in the ability to distinguish between changes and emotional needs accurately, as well as the ability to distinguish between emotions that can have an impact on the thinking processes that the player performs (Peng & Kievit, 2020).

Emotional management comes through preparing the player psychologically well, through which he can achieve good arousal and achieve a good and influential level of achievement, otherwise the opposite may happen. This control also depends on the player's experience. "Sports experience has an important and effective role in controlling unwanted emotional states before races and competitions" (Dr. M. Dhanabhakam & Sarath M, 2023).

Self-control can be explained by the fact that most of the players have participated abroad and locally, and as a result of this participation they have gained field experience that ultimately led to self-control during the match, as the successful coach works on preparing the players physically and psychologically and how to control and master their emotions by controlling the players' thoughts and feelings during the races, which makes the performance develop in the right direction. "Self-control gives the player a greater role in bearing responsibility and developing a sense of self by giving them the opportunity to express their opinions. In addition, players are exposed to experiences that may help them feel high self-esteem, and they receive many reinforcements that contribute to raising their self-esteem (Konrad, 2016).

Table (3) shows that the arithmetic averages of the research sample are greater than the hypothetical average of the emotional control strategy scale and that the sample members have a high level of emotional control. The researchers believe that this result can be explained by the fact that the research sample are indoor soccer players from the (advanced) category. Those who have experience in the stadiums and long-term experience in dealing with critical and sudden situations have a high level of mental and psychological maturity, which makes them more capable of interacting and dealing with situations through their understanding of themselves and their understanding of others.

Table (4) shows the statistical parameters of the psychological skills scale for futsal players and their enjoyment of a high level of these skills. The researchers believe that psychological skills in the sports field do not differ significantly from other fields, but the difference is in the level of mobilization of these skills from one athlete to another. Most coaches are interested in knowing the effect of psychological skills on the player's performance, and from the experience of coaches they can know the weakness of the level of psychological skills, which leads to weak performance. Therefore, the successful coach who is interested in the psychological preparation of players needs to know the player's psychological skills to achieve the best performance for the player.

The researchers attribute the results that appeared to the dimension of mental imagery, as the researcher sees it as a psychological skill and a means and source of many positive and negative thoughts that come to mind of the athlete, as positive thoughts improve the athlete's performance and thus develop his



performance, while negative thoughts hinder the athlete's performance when he brings to mind failure and inability to perform, and thus this affects the level of performance. This is what is confirmed by (Hrebid et al., 2022): "Mental imagery is a mental means through which one can form perceptions of previous experiences or new perceptions that have not occurred before for the purpose of mental preparation for performance" (Hrebid et al., 2022).

As for the relaxation skill, through which the degree of tension, excitement and psychological pressure that individuals in general and athletes in particular can face is determined, perhaps the reason for this is that the degree of anxiety and tension among these players has contributed to increasing their psychological tension and psychological mobilization, especially since they are individual activities through which the player bears full responsibility for his performance and achievement, unlike team games. This result is consistent with what was reached by (Dwi et al., 2025). The skill of relaxation makes the individual prepared for the pressures that come as a result of internal or external factors, enabling him to mobilize his physical, mental and emotional energy and allowing him to reduce tension, anxiety and excessive consultation to the appropriate level (Abod & AlHaddad, 2022). Experiments and experiences have proven that psychological preparation is an educational process that plays an important role in the success or failure of the athlete or team, and it is no less important than the elements of readiness in skills, plans, or physical preparation. In light of this, researchers point out that the significant differences that have appeared between players, which confirm the difference in the players' levels in their ability to focus attention, it goes back to the player's ability to develop his abilities through his control over his external environment, which makes him more capable of changing his behavior by reaching the appropriate ability to coordinate and match between his mental abilities and his physical capabilities. And focusing attention leads to determining the areas of performance and controlling it and then implementing the sports and training duties in training situations or in this direction this result can agree with what Alhaddad & Hussein (2024) reached in that if the athlete is not able to focus on what is happening in front of him, then the effectiveness is not achieved in its optimal form (Abod & AlHaddad, 2022).

In this, Al-Jubouri & Hussein (2022) agrees: "A serious athlete is one who has good physical

coordination with complete control over the stimuli and emotions that affect performance. Usually, an athlete with good focus is one who has good physical coordination in controlling the stimuli and emotions that affect his being when focusing. In this case, he is in control of the correct motor duty". "The ability to pay attention works to transfer attention between the environment and the self and plays a fundamental role. The most important aspects of attention that prove its impact on the level of performance in sports activity is the process of focusing attention. Focusing attention affects the accuracy, clarity and mastery of the technical aspects of the skill parts (Schwartz et al., 2023). Through this, researchers indicate that the superiority of players in the level of achievement results from a high ability to focus through preparation for performance.

Through the previous discussion, the interpretation of the third hypothesis becomes clear to us, which proved the positive relationship between psychological skills and the strategy of controlling emotions for indoor soccer players.

#### 4. CONCLUSION

Based on the data analysis and research findings, it can be concluded that the application of the team teaching strategy has a positive and significant effect on improving students' offensive basketball skills. The experimental group showed greater improvement in passing, dribbling, shooting, and lay-up compared to the control group. Team teaching has proven to be an effective instructional strategy in enhancing sports skill learning, particularly in basketball. This study may provide long-term benefits for physical education teachers in developing more engaging and interactive collaborative learning models, positively impacting student achievement. Furthermore, these findings can serve as a reference for future research on innovative instructional strategies in sports education.

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