

Psychological stress and its relationship to skill performance among female handball players during the National School Sports Championship, U17

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Abstract:

The aim of the study was to identify the level of psychological stress and its relationship to the skill performance of handball players involved in school sports during the National Championship, where the researchers used the descriptive curriculum in its survey form on a sample of 130 players of the same age for the various teams participating in the national championship during the academic season 2022/2023 and in order to measure psychological : The results of the study showed that the level of psychological stress experienced by handball players during the competition period came at a high level, and that there is a negative correlation between psychological stress and skill performance during various matches among handball players of various teams participating in the national championship.

Keywords: psychological pressure; skill performance; handball.

1. Introduction and research problem:

Sports competitions in general have achieved a qualitative leap, both in terms of the number of participants, as well as through the impressive results recorded by athletes in various competitions and sports competitions, thanks largely to the employment of various theoretical and Applied Sciences in the sports field in order to benefit from them and provide various factors that contribute to the athlete's reaching high levels and achieving achievements.

Perhaps one of these sciences is sports psychology, which is interested in discovering the psychological causes and factors that affect the behavior of an athlete on the one hand, and how the experience of sports practice itself affects personal aspects on the other hand, which contributes to the development of maximum performance and Personality Development (salary, 2000).

He adds (Fawzi, 2006) that sports psychology is interested in studying the motives of the athlete's personality and his emotions in the light of his predispositions, abilities, inclinations, tendencies, mood and volitional characteristics as the main pillars for achieving a better sports achievement, this achievement affects and is influenced by the environment, which forced sports psychology to study the characteristics and variables of the sports environment that govern the athlete's goals and behaviors.

Stress is the final result of the adaptation of our bodies and minds to change, which requires physical, psychological and emotional effort, whether for negative events or even positive events that require change or adaptation, a feeling of helplessness can lead to a large dose of stress.

The search problem:

The tracker of sports competitions in Algeria notes that there is a great interest in the results, which made most of the matches devoid of the manifestations of enjoyment and joy, but it has become carrying with it many negative manifestations such as violence and anxiety resulting from the great psychological pressure surrounding the competition, and our evidence of this is the suspension of many matches in various team or even individual sports for not accepting the result, as well as criticism directed at referees, whether by fans, marchers, and even coaches, and this case is not limited to the senior category only, but even at the level of junior categories and in various sports, which has become a danger to the mental health of young people and hinders the systematic training process For future athletes, especially in light of the lack of attention to the psychological aspect, which has become an important part of the modern training curriculum and the factor that may make the difference in competitions.

There is no doubt that the athlete is influenced by the distinctive environment of competitions, as many psychological aspects depend on how the athlete realizes his abilities first, then the requirements of the competitive situation, in addition to how he realizes the orientation of the environment around him, formed by the coach, parents and managers, which directs his achievement motivation towards goals without others, which affects his behavior and psychological development.

Recent studies in the field of sports psychology have indicated a great interest in studying the phenomenon of psychological pressures that athletes are exposed to and the extent of their impact on their sports performance, there are pressures related to training and sports competition, which may result in exhaustion and stress and the athlete can not resist, and he may become prone to leave the sport, although he has the physical and Skill Competition and its importance, and is Therefore, the researchers decided to conduct this study to identify the psychological pressures that handball players are exposed to during the competition stage of the national school sports tournament and its relationship with skill performance and knowledge of various levels and try to find solutions to manage this situation and achieve ways to reach levels of sports achievement.

Research questions

- What is the level of internal and external psychological pressure in female handball players
- Are there any significant differences between the level of internal and external psychological stress and skill performance

Hypotheses:

- The level of internal and external psychological pressures in female handball players is characterized by an average level.
- There are significant differences between the level of internal and external psychological stress and skill performance.
- The general purpose of the study:

- Each of the studies has a goal and a goal that it seeks to achieve, and through this research we seek to achieve some goals that can be limited to the following:

- 1-the research aims to identify the level of psychological stress among handball players involved in school sports teams during the national championship.

2-the research aims to identify the extent of the impact of psychological stress on the level of skill performance during the competition.

- Study terminology:

- Psychological stress: "a psychological state arising from the interaction of the individual with the stressful environment, which leads to the exhaustion of emotional and physical energy" (Kellaway, K., & Barling, J, 2000) and defines it (Mohammed Abu Harma, 2013)as "a set of interactions between an individual and his environment, which cause from an unpleasant emotional or emotional state, for example, stress and insecurity ."

- Skill performance: "the degree of closeness and similarity of this skill performance with the most logical, rational, scientifically perfect styles of technique, and it does not represent (logical comparison or technique perfection) one of the characteristics described for this style of technique as much as it describes the qualitative aspect of the level of mastery of skill performance "(Hassan, A. ,2011) .The researchers define it procedurally by the level expressed by the score obtained by the player in various skill tests of handball effectiveness.

- Previous and similar studies:

- A study (McNay, 2000) entitled levels of psychological anxiety before sports competition among table tennis players in Jordan and their relationship with sports achievement.the study aimed to identify the levels of psychological anxiety before sports competition among table tennis players in Jordan and their relationship with sports achievement depending on variables (chronological age, years of sports experience) on the one hand. To find out the relationship between psychological anxiety levels before sports competition and sports achievement, the researcher used the sports competition anxiety test (for Martens) on a sample of 30 players , and the results showed a high level of both psychological anxiety trait, cognitive anxiety state and physical anxiety state in players with (chronological age and years of sports practice less and decreased in players with chronological age and years of The aforementioned.

- A study (Mouawad, 2003): titled Competition anxiety and its impact on the concentration of attention in football players aimed to identify the impact of anxiety in the concentration of attention compared to other dimensions, the researcher used a form to measure competition anxiety for Martens and test concentration of attention, conducted on a sample of (40) players from the teams of Qadisiya and Kuwait, the results indicated that competition anxiety negatively affects the concentration of attention compared to other dimensions, and the results also showed that anxiety varies from team to team, according to its ranking in the competition.

- A study (Ali Salloum Jawad al-Hakim, 2006): entitled multidimensional anxiety and its relationship to the accuracy of some basic skills among volleyball players, the study aimed to identify multidimensional anxiety among players of first-class volleyball clubs in the Middle Euphrates region and identify the accuracy of performance of some basic skills in volleyball among players of first-class volleyball clubs and identify the relationship between multidimensional

anxiety and the accuracy of performance of some basic skills among volleyball players. The researcher used a self-assessment questionnaire scale that contains three dimensions, namely the cognitive dimension, the physical dimension, and the dimension of speed and ease of emotion, and the research community was represented by (7) clubs representing the Middle Euphrates region in volleyball first class, and the sample included (74) players, as it was selected randomly. The results showed that there is a significant relationship between multidimensional anxiety (cognitive dimension-physical dimension-after the speed and ease of emotion) and the accuracy of the performance of the skill of transmission from above tennis, and that there is a significant relationship between multidimensional anxiety cognitive dimension – physical dimension – after the speed and ease of emotion) and the accuracy of the performance of the skill of reception sending arms from below.

- A study (Edwards, T., and Hardy, L, 1996): titled The interacting effects of the intensity and direction of cognitive anxiety, physical anxiety and self-confidence on performance.

- The study aimed to ensure that high cognitive anxiety will have a supportive effect on performance under conditions of low physiological arousal and this effect becomes a hindrance to performance under conditions of high physiological arousal. In this study, they used the competitive anxiety status list and measured physiological arousal (by heart rate), and the study was conducted on a sample of (45) players representing 6 teams in netball from the participants in the university league and the zonal league, and the results showed that the higher the player's self-confidence, the less severe her anxiety symptoms, and that the interaction of cognitive anxiety and Physiological the players with low cognitive anxiety performed Better than gamers with high cognitive anxiety.

- A study (Chapman, P., Jan,A., BrierleyT., and Terry, P, 1997): titled anxiety, self-confidence, and performance in taekwondo and aimed to find out the level of anxiety and self-confidence of Taekwondo players. In this study, they used the modified version of the sports competition anxiety status list and applied an hour before the competition, and conducted on a sample of (142) competing Taekwondo players, and the results showed that the winning players have less anxiety and higher self-confidence than the losing players. The 89 players were classified into winners or losers based on their total scores obtained in the pre-competition sports score list.

- Nouredine Tajin's study 2001: entitled The relationship of concentration and sharpness, as manifestations of attention and anxiety in athletes in short competitions. The study aimed to identify the differences in anxiety and some manifestations of attention "acuity, concentration" between the first and second measurement, as well as to determine the relationship between anxiety as a condition and the digital level of short-distance runners, and to identify the differences in anxiety and some manifestations of attention "acuity, concentration" between runners (100m, 200m, 400m), and the student used the descriptive approach, in order to detect and diagnose the phenomenon and determine the relationship between its elements, the thesis also relied on a sample for study by the intentional method of runners participating in short-distance races at the twelfth African championship of 10 until July 14, 2000, held in Algeria at the 5th July stadium, who represented the national teams of Algeria, Tunisia ·Morocco in athletics. The results showed that the state of anxiety becomes more pronounced and effective at the competition stage, and the higher the state of anxiety among runners, the lower the digital level of their performance, and the less the state of anxiety among 400m runners at the start of short competitions than at 100m and 200m runners, and

the appearance of attention acuity is negatively affected by an increase in the state of anxiety among runners at the competition stage.

- A study (Entisar Oudeh, 2003): entitled The relationship of concentration of attention to the accuracy of shooting from jumping in fourth-year basketball players, aimed to identify if there is a relationship between concentration of attention and accuracy of shooting from jumping in fourth-year students specializing in basketball, the researcher used skill tests and psychological test (London test). On a random sample, which included (16) fourth-year students majoring in basketball, the results showed a direct correlation between concentration of attention and accuracy of shooting from the free throw, and also showed a strong correlation between concentration of attention and accuracy of shooting from jumping in fourth-year students.

- 4-the methodological procedures followed in the study:

- The researchers used a descriptive approach to the nature and purposes of the study.

- The study community:

- The study community consists of all the teams participating in the national school sports tournament for the academic season 2022/2023 and the number of (140) students from ten participating teams representing various state associations of school sports.

- Sample study:

- The study sample consisted of (130) schoolgirls (handball players) selected by random method, (115) questionnaires valid for statistical analysis were retrieved, constituting (88.46%) of the study community.

- Exploratory study:

- The survey study was conducted on (10) players from outside the study sample of participating female students and registered in the lists of participants in the national championship of school sports, the specialty of handball, and the results of this sample were not included in the results of the study, and the aim of the survey study was to ensure the validity of the tests and tools used in the study.

- Data collection tool:

- To achieve the goal of the study, the researchers used the psychological stress scale applied (2007), which consists of (40) paragraphs divided into two areas: ::

- The field of internal psychological pressures (subjective): consists of (20) paragraphs.

- The field of external psychological pressures: consists of (20) paragraphs.

- The scale of the answer to the paragraphs of the questionnaire consists of five grades according to the five-point Likert scale and as follows:

- A very large degree, (5) a large degree, (4) an average degree, (3) a small degree, (2) a very small degree .(1)

- The negative paragraphs were identified and reversed before conducting the statistical analysis by referring to the sources and scientific references and previous studies, three levels were identified to judge the level of psychological pressure in handball players, was classified as follows:

- 1/ out of 1.000 is less than : 2.333 degrees is a little.
- 2/ from 2.334 below: 3.666 average score.
- 3/ of: 5.000-3.667 large degrees.

Correlation coefficient between the two applications	Number of paragraphs	Field
0.88	20	Internal psychological pressures
0.93	20	External psychological pressures
0.87	40	The tool as a whole

It appears from Table No. 01 that all correlation coefficients between the two applications on the fields of study and the instrument as a whole were more than 0.86 and these values indicate a high degree of stability, and therefore can be relied upon to achieve the purposes of the study

Statistical processors:

To answer the first question about the level of internal and external psychological stresses in female handball players during the national championship of school sports, arithmetic averages and standard deviations of the scores of the respondents were calculated on the psychometric stress scale. The table below shows the results:

Degree of evaluation	Standard deviation	Arithmetic mean	Field	Num	Rank
High	0.89	3.82	Internal psychological pressures	1	1
High	0.84	3.73	External psychological pressures	2	2
High	0.85	3.88	The tool as a whole		

Table No. (02) shows that the arithmetic averages of the respondents ' answers for the two fields of study ranged between (3.82-3.73), where the field of "internal psychological pressures" came in first place with an arithmetic average (3.82) and a high evaluation score. In second place came the field of" external psychological pressures " with an arithmetic average (3.73) and a high assessment score. The arithmetic average of the instrument as a whole reached (3.88) with a high assessment score, which indicates a high level of psychological stress among students of the Faculty of physical education.

Results related to the first hypothesis and its discussion:

"What is the level of internal and external psychological pressure among handball players during the national championship of school sports?"

To answer this question, the arithmetic averages and standard deviations of the scores of the respondents were calculated on the psychometric stress scale. The results showed that the arithmetic mean for the field of " internal psychological stresses " was 3.82 with a standard deviation of 0.89 and a high evaluation score, while the arithmetic mean for the field of " external psychological stresses " was 3.73 with a standard deviation of 0.84 and also a high evaluation score.

In general, the arithmetic mean of the instrument as a whole was 3.88 with a standard deviation of 0.85, which indicates a high level of psychological stress in female handball players during the national championship of school sports.

Discussion of results:

These results are consistent and this is what a study found (Benjamin, J., & David Collins, 1997), when the results showed a high level of both the psychological anxiety trait and the cognitive anxiety state and the physical anxiety state in players with a high anxiety state level.

It is consistent with a study (Hassan, A, 2011) following the dynamics of psychological stress and its relationship to the skill performance of handball players. one of the research results is that physical anxiety increases the closer the match date and reaches its peak an hour before the match. this increase increases as the final rounds approach until it reaches its peak in the penultimate and final match. these results are particularly consistent with the results of Ahmed Salah's 2002 study, where the results indicated that there is a positive relationship between concentration of attention and performance level, and an increased level of anxiety negatively affects the ability to concentrate.

This is confirmed by Amin Fawzi 2006, the high level of cognitive anxiety hinders performance, as it affects the performance of motor requirements that require accuracy and concentration of attention, while physical anxiety affects the performance of motor requirements that require speed .

As also confirmed by each (Kumar, S., & Bhukar, J. , 2013), and Osama Kamel salary, 2001, that one of the most important sources of concern for the player is the characteristics of sports competition, and the consequences of it may change the fate of the player and his team .Mohammed Hassan Allawi, 2002, points out that many situations are associated with anxiety during training or sports competition, where it is considered as a warning or a signal to mobilize all the individual's psychological and physical strength to try to defend and preserve oneself and may lead to loss of concentration.

Ahmed Amin Fawzi, 2006, adds that cognitive anxiety differs in its impact from physical anxiety, as the first affects the performance of motor requirements that require accuracy and concentration of attention, while the second affects the performance of motor requirements that require speed.

As Mohammed Hassan Allawi 1998 confirms, one of the symptoms of anxiety is repetitive behavior, whether at the motor, emotional or mental level, such as irritability, nervousness, impaired ability to concentrate and attention, and absent-mindedness.(17: 192) these results are consistent with the findings of the study (Aaritsky, S., & Vivan, M. , 1992) and Mohammed Hassan Moawad in 2003, when the results showed that competition anxiety negatively affects the concentration of attention compared to other dimensions, and the results also showed that psychological stress varies from team to team, depending on its ranking in the competition.

Evaluation	classification	Standard Deviation	Arithmetic mean	paragraph	Num
Medium	13	1.28	3.43	Fear of injury makes me constantly afraid of performance and competition.	.1
Medium	14	1.39	3.43	Fear of the outcome creates hesitation in my participation.	.2
Medium	9	1.35	3.57	Reaching failure makes me start anew.	.3
Medium	19	1.55	3.04	Desire for success increases my tension during handball competitions	.4
Medium	6	1.41	3.68	Lack of confidence in my performance results in lack of focus during performance.	.5
Medium	5	1.43	3.67	Despair over the outcome makes me nervous during performance	.6
Medium	17	1.57	3.34	Repeated failure in my performance during matches limits my ability	.7
Medium	4	1.36	3.64	Frequent interruptions in training reduce my motivation to excel.	.8
Medium	18	1.78	3.08	Low motivation reduces my ability to achieve.	.9
High	3	1.36	3.69	In critical moments of performance, I find myself unable to control my emotions	.10
Medium	8	1.39	3.61	I suffer from anxiety when unexpected things happen during performance.	.11
Medium	16	1.5	3.35	The anxiety I feel before the match affects my performance.	.12
Medium	12	1.24	3.51	I am overwhelmed by fear of performance that might lead to injury	.13
Medium	15	1.46	3.43	I experience a state of indifference during the match	14
Medium	10	1.45	3.55	I suffer from a state of not knowing what to do during the match.	.15
Medium	2	1.37	3.71	I show my inability to control my emotions when a wrong refereeing decision is made against me during competitions.	.16
Medium	11	1.44	3.53	I feel a desire to harm my teammate in some competitive situations	.17
Medium	20	1.74	2.96	During competitions, I forget the duties required of me which limits my achievement.	.18
Medium	7	1.38	3.61	Overthinking about performance affects my achievement.	.19
High	1	1.2	3.75	My concentration decreases during critical moments in practical situations of handball.	.20

High	--	0.89	3.85	Total	
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Table No. (03) shows the arithmetic mean, the standard deviation and the relative importance of each of the paragraphs of psychological pressures for the field of subjective (internal) psychological pressures. (N = 130)

It appears from Table No. (03) that the arithmetic averages of the respondents' response to the paragraphs of the field of internal pressures ranged between (2.96-3.75), the highest was for Paragraph (20), which stated " my attention is less focused at critical times during practical situations of handball activity, " and the lowest for paragraph (18), which stated that during competitions I forget the duties required of me, which limits my achievement. "And the arithmetic mean of the dimension as a whole (.3.85).

Ealution	classification	Standard Deviation	Arithmetic mean	paragraph	NUM
Medium	7	1.4	3.63	Lack of family support makes me feel unhappy and dissatisfied.	.1
Medium	19	1.45	2.71	'Family conflicts cause me stress during competitions.	.2
Medium	5	1.42	3.65	Poor guidance before the competition contributes to decreasing my performance.	.3
Medium	8	1.33	3.57	Frequent criticisms and orders on how to play reduce my performance.	.4
high	3	1.37	3.73	The limited amount of training I participate in hinders my performance.	.5
Medium	13	1.5	3.42	Conflicts with other players limit my performance during competitions.	.6
Medium	14	1.5	3.37	The presence of spectators during handball matches makes me nervous	.7
Medium	6	1.44	3.65	Poor performance due to an inefficient coach reduces my achievement.	.8
high	2	1.41	3.75	Unjust criticism from the coach increases my anxiety.	.9
high	1	1.36	3.76	Making some mistakes in critical moments reduces my performance.	.10
Medium	18	1.78	2.73	Sudden changes in training schedules and weather limit my performance..	.11

Medium	10	1.44	3.55	Changes in training locations limit my performance.	.12
Medium	11	1.33	3.46	Difficulty in my tasks hinders achieving success during performance	.13
Medium	12	1.36	3.44	The high skill levels of other players make me nervous.	.14
Medium	20	1.76	2.70	Focusing on my professional future causes me anxiety.	.15
Medium	9	1.47	3.56	The coach shifting responsibility to the players during failures affects my performance.	.16
Medium	17	1.54	3.04	Advancement of other players decreases my self-confidence, especially as the competition approaches.	.17
Medium	16	1.28	3.26	Events outside of training distract me.	.18
Medium	4	1.44	3.65	Frequent interruptions to training for any reason reduce my focus.	.19
Medium	15	1.24	3.3	Frequent criticism from players about my performance increases my stress.	.20
High	--	0.84	3.73	Total	

Table No. (04) shows the arithmetic mean, the standard deviation and the relative importance of each of the paragraphs of psychological pressures for the field of subjective (internal) psychological pressures. (N = 130)

Table No. (04) shows that the arithmetic averages of the respondents' answers about the vertebrae of the field of external stresses ranged between (3.76 - 2.70). The highest average was for paragraph (10), which stated "making some mistakes at crucial moments reduces my achievement", while the lowest was for Paragraph (15), which stated "focusing on my professional future causes me anxiety". The arithmetic average for the field as a whole was (3.73).

Results related to the second hypothesis and its discussion:

The second question stated: "are there any significant differences at the level of ($\alpha \geq 0.05$) between the level of internal and external psychological stress and the skill performance of female handball players during the national championship of school sports?". To answer this question, the correlation coefficients were extracted by the Pearson method between the respondents' answers to the areas of the study instrument, and the skill performance of female handball players during the national championship of school sports, and table (05) shows this.

Numeric Level		Field
-0.782	correlation coefficient	Internal psychological pressures
0.000	statistical significance	

-0.612 ^{**}	correlation coefficient	External psychological pressures
0.000	statistical significance	
-0.654 ^{**}	correlation coefficient	The tool as a whole
0.000	statistical significance	

Discussion of the results:

Table (8) shows that there is a negative correlation between psychological pressures, whether in the fields of study or the overall grade of the study instrument, and the level of skill performance of high jump effectiveness among students of the Faculty of physical education at Yarmouk University. The negative correlation between psychological stress and the level of skill performance means that there is an inverse correlation; that is, the higher the level of students on the psychological stress scale, the lower their scores in the level of skill performance, and vice versa.

First: discussion of the results related to the first question:

"What is the level of internal and external psychological pressure among handball players during the national championship of school sports?"

The results of tables (03), (04) and(05) showed that the arithmetic averages of the respondents ' answers to the two fields of study ranged between (3.71 - 3.15). The first place was taken by the field of" internal psychological pressures "with an arithmetic average (3.71) and a high evaluation score, and the second place was taken by the field of" external psychological pressures " with an arithmetic average (3.51) and a high evaluation score, and the arithmetic average of the instrument as a whole (3.649) with a high evaluation score, this indicates a high level of psychological pressure among handball players during the competition of the national championship of school sports.

This result is consistent with what was stated in the study of both (Kumar, S., & Bhukar, J, 2013) and a study (Weinberg, R., & Could, P. 1995). The researchers attribute this result to the fact that the players in general suffer from psychological stress due to the focus on the high psychological aspect of the competition and the difference in abilities to achieve positive results of competitiveness in various Championship matches. The researchers also believe that female players do not have the ability to face psychological pressures and how to deal with them, and therefore the high level of psychological stress appears at a high level.

In this context, Al-Nader et al. (2014) pointed out that students of the Faculty of physical education suffer from psychological pressures such as the lack of training tools and devices, discipline, and differences in physical and motor abilities among students. This result can be explained by what he confirmed (Kellaway, K., & Barling, J., 2000) that psychological pressure occurs when a player

feels that he is unable to adapt to the requirements placed on him from the outside, and the handball players participating in the national championship suffer from double psychological pressure placed on them to claim victory and represent their association the best representation in various matches.

The researchers also believe that the conditions under which the event is taught and trained are important for the players, because they learn and develop their skills under them. Thus, the amount of psychological stress involved in a sports situation is a decisive factor in the development of skill performance. Undoubtedly, the psychological experiences that accompany training and performance determine the amount of anxiety that a student experiences while performing a certain mathematical skill.

The Association of sports performance with stressful conditions may hinder access to the required skill performance on the one hand, and may work to link sports performance with feelings of stress and anxiety on the other hand. This is what both Shimon and Ismail (2001) pointed out that psychological pressures, both psychological and Mental, are one of the most important reasons why a player does not reach performance at a level approaching the maximum of his abilities. The severity and degree of psychological stress is also of paramount importance in determining ways to cope with and overcome them.

These findings suggest that female athletes need psychological support and training focused on stress and anxiety management to improve their academic and athletic performance. The researchers recommend comprehensive training programs that include relaxation and stress management techniques to help develop the psychological skills needed to face Sports challenges.

Conclusions:

In light of the research objectives and procedures, and within the limits of the data available to the researchers, the research sample, the applied program and the tests used, and based on the results, the following conclusions were reached:

1-the level of psychological pressure: the level of psychological pressure of the students of the Faculty of physical education enrolled in the course of theories of athletics training was high on the overall score of the study tool as a whole, and in the areas of internal and external psychological pressure.

- Increasing the intensity of psychological stress during sports competition among handball players, a category of problems represented by (cognitive anxiety - physical anxiety) and a decrease in self-confidence an hour before the competition.

3-low concentration of attention among handball players is a type of problem represented by the degree of concentration, which leads to affecting the accuracy of shooting during the competition by an hour.

4-a decrease in the skill performance of handball players during the competition by an hour, and the players explain the decrease in skill performance to the sports competition (national championship cup) that causes psychological stress that negatively affects performance.

Recommendations:

Based on the results of the statistical analysis and the frame of reference of this study, the researchers make a set of recommendations focusing on the following points:

Identify the nature of the impact of internal and external psychological pressures:

Coaches and psychologists should recognize the impact of psychological stress on each player individually, including the level of anxiety as a constant trait and as a competitive situation.

Manifestations of psychosomatic and cognitive stresses should be observed in female players, as this helps to better prepare them, orient them and predict the effectiveness of their performance in competitions.

Proper psychological preparation:

It is necessary for the coach or psychologist to psychologically prepare the players in proportion to the state of psychological stresses that they are experiencing before or during the competition.

Preparing for competitions regularly:

The coach or psychologist should focus on the importance of each match or sports competition in which the player participates, and ensure that the psychological stress experienced by the player is the same with all matches, which means the importance of the player getting used to dealing with each match with a close psychological preparation.

Mental visualization of difficult skills:

Attention and mental visualization of difficult skills are useful for retrieving the correct performance profiles. The coach has an important role to play in helping the players mentally visualize these skills.

Keeping the player calm:

The coach plays a crucial role in keeping the players calm and relaxed when performing motor skills that require concentration and attention, since high excitability negatively affects performance.

Follow-up of psychological responses:

The coach or psychologist should track the psychological responses of the players during training, before and after competitions, to find out the positive psychological characteristics and use the appropriate psychological preparation methods to counteract the negative psychological characteristics.

Development of concentration of attention:

Training programs for middle-class players should include qualitative trainings and exercises for the development of their concentration of attention, and the coach should also be familiar with modern methods of training used in psychological preparation.

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