



## THE EFFECT OF A COGNITIVE-BEHAVIORAL COUNSELING PROGRAM ACCORDING TO PSYCHOLOGICAL ALIENATION TO REDUCE THE FEELING OF PSYCHOLOGICAL EXHAUSTION AMONG YOUNG WEIGHTLIFTERS

Researcher: Assoc. Prof. Haider Kazem Abdel Zahra  
[hader\\_kadem@uomisan.edu.iq](mailto:hader_kadem@uomisan.edu.iq)

### Research Abstract

The importance of the research lies in shedding light on the study of the psychological state of the players and the various psychological pressures they are exposed to that may lead them to psychological exhaustion and thus their inability to continue training and reach higher levels. As for the problem of the research, the researcher wanted to study the feeling of psychological exhaustion among players who are under pressure, which has negative effects on the shoulders of the individual, which results in his withdrawal from training. The research aimed to build a psychological exhaustion scale for weightlifters (youth), while the research areas included the human field, which was represented by the players of the southern and central region (weightlifting), and the time range was determined for the period from (15/8/2023) until (15/11/2023), while the spatial field was in the halls of the clubs studied. The researcher used the experimental approach in the style of the two groups as well as the descriptive approach, and the research sample consisted of (77) players, and the (SPSS) system was used to obtain the results of the research, and the researcher concluded the following:

- 1- It was reached to build and legalize a tool to measure the psychological exhaustion of weightlifters (youth)
- 2- It appeared that there are some players who have psychological exhaustion (showing the player other than what he implies).

The researcher recommended:

- 1- Conducting more studies and research that address the relationship between psychological exhaustion and other variables such as, motivation and level of ambition.
- 2- The need to work on developing a psychological strategy used in training and reviewing the training methods and methods used in the training process.

**Keywords:** Counseling Program, Psychological Alienation, Burnout

### 1- Chapter 1 Definition of research

#### 1.1 Introduction and importance of research:

Sports face the problem of psychological alienation when players, especially in individual sports that contribute to the deepening of alienation, as it pushes many players to the circles of bullying, loss and isolation, where they face a lot of psychological conflicts and wandering of the mind and resort to isolation and build superficial relationships with others and it is important to study alienation as it affects the result of increasing the psychological exhaustion of players, which negatively affects his sports performance, especially the game of raising Weight because there is privacy in that game because it is one of the non-recreational games in which training takes place throughout the year without boredom or tirelessness at the same pace, it needs a very high



psychological state in the players away from the problems of life and that the player comes with a high positive energy before entering the training hall for the purpose of focusing on regular and semi-regular lifts. Therefore, the psychological state plays an important role, especially what has been addressed from psychological exhaustion, uncertainty about the future and the inability to focus on making plans. Players experience a range of emotions, such as fear, sadness, anger, numbness, helplessness and despair. These emotions can manifest in the form of many physical, psychological and social signs. Hence, the researcher wanted to shed light on the psychological aspect of psychological exhaustion through the preparation of a cognitive behavioral counseling program according to psychological alienation because the latter is responsible for increasing the exhaustion of players during the practice of weightlifting. Hence the importance of the research in shedding light on the study of the players' psychological condition and the various psychological pressures they are exposed to that may lead them to psychological exhaustion and thus their inability to continue training and reach higher levels.

## 1.2 Research problem

Through the experience of the researcher being a former player in the sport of weightlifting, as well as a teacher of that game for more than a decade, he found that it is urgent to study the psychological aspect of weightlifting players, and as mentioned above, this game has special psychological requirements, as it is one of the individual games that carry a violent character in performance, where the player must practice physical activity in it with maximum forces throughout the year without boredom or tirelessness and in a closed hall, and therefore it is one of the games of others Recreational at all, and from here the atmosphere of isolation of the players, which depends on the strength of the internal player and intended psychological, so the researcher wanted to study the feeling of psychological exhaustion among players who are under pressure, which has negative effects on the shoulders of the individual, which results in his withdrawal from training. The researcher wanted to study this problem by developing a cognitive-behavioral counseling program according to psychological alienation to reduce the level of psychological exhaustion among players.

## 1.3 Research Objectives

- 1- Building a cognitive behavioral counseling program according to the psychological alienation of young weightlifters.
- 2- Building a psychological exhaustion scale for young weightlifters.
- 3- Identify the psychological exhaustion of young weightlifters.
- 4- Identify the impact of the guidance approach in reducing psychological exhaustion among young weightlifters.

## 1.4 Research hypotheses

- 1 - There are significant differences between the pre- and post-tests and in favor of the post-test of the experimental group.
- 2 - There are significant differences of statistical significance between the two post-tests after between the experimental and control groups and in favor of the experimental group.

## 1.5 Research areas

1.5.1 Human field: Young weightlifters in the central and southern region.

1-5-2: Spatial area: weightlifting halls in the clubs of the central and southern region.

1-5-3 Time Range: From 15/8/2023 to 15/11/2023

## 1.6 Definition of terms

1- **Psychological alienation:** Zahran refers to alienation as: "It is the individual's sense of non-belonging, loss of confidence, rejection of social values and standards, suffering from psychological pressure, and exposure



of personal unity to weakness and collapse, under the influence of cultural and social processes that take place within society" <sup>(1)</sup>

2- **Psychological exhaustion:** a state of feeling of stress, psychological attrition and physical exhaustion resulting from the failure to face strong negative pressures that exceed the ability of the individual. <sup>(2)</sup>

### 3- Research methodology and field procedures

#### 3.1 Research Methodology

The researcher used the experimental method using the experimental design of two groups, one experimental and the other control, and conducting the pre- and post-measurements for each group to suit the nature of the research.

#### 3.2 Research community and sample:

It is all individuals, things or persons who constitute the subject of the research problem, which is all the elements related to the problem of the study that the researcher seeks to circulate the results of the study <sup>(2)</sup>, and that "the goal of determining the research sample is to represent the results of the research on the total community, which was chosen by the researcher, the sample is the part taken from the original community by a certain percentage, through which the data related to the research is taken for the purpose of circulating the results reached by the researcher from the sample to the original community" <sup>(3)</sup>.

The research community consisted of (82) players, while the research sample amounted to (82) players and they were distributed as follows:

1. Exploratory experience (5) players and (6.49%) of the research community.
2. The construction sample included (77) players and (100%) of the research community.
3. The application sample included (20) players and by (25.97%) to extract the significance of the differences between the arithmetic and hypothetical means, as well as for the pre, post and post tests and for both groups.
4. (5) forms were excluded for incomplete players' answers to the scale form.

#### 3.3 Methods and tools used in research

- Arabic and foreign references and sources, personal interviews with experts and specialists, a personal computer (laptop) type (Compaq 610), a manual electronic calculator (1), dry pens, a questionnaire form for the psychological exhaustion scale.

#### 3.4 Field procedures

##### Basic steps to build scale <sup>(1)</sup>:

The steps that can be followed when building the test or questionnaire are subject to many scientific steps, the most important of which are:

##### 3.4.1 Purpose of building the scale:

The first step to build the scale is to clearly define the purpose of its construction and what is needed for it, and one of the objectives of building the scale is to identify the level of psychological exhaustion among weightlifters (youth)

##### 3.4.2 Identification of the phenomenon to be studied:

The phenomenon to be measured should be identified and its concept and limits are quite clear, and the phenomenon that the research aims to identify is a measure of psychological exhaustion among weightlifters (youth).

##### 3.4.3 Determination of the method and basis for drafting paragraphs:

The researcher adopted the Likert method in correcting paragraphs, and this method is one of the best ways to predict behavior or phenomenon and for the following reasons <sup>(2)</sup>:



1- Allows the greatest variation between individuals. 2- Easy to build and correct. 3- Collect a large number of paragraphs related to the phenomenon to be measured. 4- Allows the respondent to indicate the degree and intensity of his feelings.

By reviewing the literature on the nature of building the scale and how to formulate paragraphs and benefit from interviews with experts and specialists, (43) items were drafted.

### 3.4.4 Validity of scale paragraphs:

After preparing the scale in its initial form, which contained (43) paragraphs, the researcher did the following: The researchers analyzed the results of the scale using the percentage as a criterion for accepting or excluding the paragraphs of the scale, as the paragraphs agreed upon by (75%) or more of the arbitrators were accepted as valid and appropriate for the scale, and (Bloom) points out that "the researcher must obtain approval by (75%) or more of the arbitrators in this type of honesty"<sup>(1)</sup>, as well as the deletion of paragraphs that were The calculated degree ( $K_{a2}$ ) is less than the tabular as the degree of ( $K_{a2}$ ) was tabular at the level of significance (0.05) and at the degree of freedom (1) is equal to (3.84) and table (1) shows that.

**Table (1) shows the percentage and score of  $K_{a2}$  for the experts' answers to each paragraph of the scale**

BURNOUT SCALE						
T	Paragraphs	Agreeing	Disagreeing	Percentage	Ka value <sup>2</sup>	Sig
1	1,2 ,7 ,9 ,10 ,17 ,18 ,19 , 25 ,26 ,32 ,36 ,37 ,43	13	0	100%	13	0.00
2	3,12 ,13,15 ,20 ,22 ,24 , 28 ,31 ,34 ,35, 41	12	1	92.30%	9.31	0.00
3	4,5,8 ,14 ,16 ,21 ,23 ,29 , 30 ,33 ,39,43	11	2	84.61%	6.23	0.01
4	6 ,11 ,27 ,38, 40 ,42	7	6	53.85%*	0.077*	0.782*

### \*Non-moral

After deleting (3) of the paragraphs of the scale that were not agreed upon by experts and specialists, namely (6, 11, 27, 38, 40, 42), thus the number of paragraphs became (37) paragraphs.

### 3.4.5 Selection of the grading scale:

The appropriate scale of appreciation for the scale was presented to a group of arbitrators with experience and competence in the field of sports psychology, testing and measurement in order to indicate their opinions on the scale of estimation, and the arbitrators agreed on the proposed scale of appreciation by 100%.

### 3.4.6 Method of correction of scale paragraphs:

For the purpose of obtaining the total score for each member of the sample, appropriate weights are given to the alternatives of the paragraphs of the scale showing the importance of the paragraphs gradually, and by collecting the degrees of the respondent on the scale of the five-point estimate, we get the total score for each individual, and since the paragraphs of the scale have been formulated in the negative direction, the weights of the paragraphs have been determined from (5-1) degrees for each of the paragraphs.

### 3.4.7 Preparation of scale instructions:

After completing the readiness of the application of the scale in the initial form, the instructions were prepared and how to answer its paragraphs, and the instructions specified that the sample answer will be used



for the purpose of scientific research only and no one will see it except the researcher, and the sample members were asked to answer accurately all paragraphs for the purpose of reaching objective and fruitful results.

### 3.5 Exploratory Experiment:

After the scale became ready for application, the researcher conducted the exploratory experiment before the final application of the research in an appropriate time, by applying it to a sample consisting of (5) players for the purpose of creating the reasons for success when applying the main test to the research sample and to ensure that the sample understands the paragraphs of the scale and in order to avoid any errors or difficulties when applying during the main test of the research, and the researcher has done many things, namely:

1. Clarify the answer method for the individual sample.
2. Know the difficulties facing the researcher and the assistant work team.
3. A clear picture of the researcher and the assistant team about the answers to the paragraphs of the scale.

The researcher found that the paragraphs are appropriate, and the average time spent answering may range between (15-20) minutes.

### 3.6 Main experience:

The goal of the researcher from conducting the main experiment to build a scale of psychological exhaustion in its final form on the research sample, and after collecting the forms analyze the results statistically to find the discriminatory power of each paragraph in order to exclude and delete the non-discriminatory paragraphs and find the correlation coefficient for the paragraphs, and in order to achieve this, the researcher applied the scale to the construction sample, which numbered (77) players.

### 3.7 Statistical analysis of paragraphs:

The process of building the scale requires an analysis of its paragraphs, and in order to obtain paragraphs that meet the purpose, the analysis process must include a set of procedures conducted by the scale designer after the process of sorting the answer sheets, and that the use of appropriate statistical methods is largely determined according to the method of designing the research and the type of data that will be collected, so it was used:

1. Discrimination indicators. 2- Scientific indicators of the scale.

#### 3.7.1 Indicators of discrimination:

For the purpose of calculating paragraph discrimination coefficients, the researchers used two methods:

#### 1- The two terminal groups: 2- Internal consistency method:

##### 3.7.1.1 The two peripheral groups (discriminating force):

It means the ability of the test to distinguish between individuals with a high degree of trait or trait, and individuals with a low degree of the same trait or trait <sup>(1)</sup>.

The detection of discriminatory power is done by knowing the total score of the respondents' answer and then the forms are arranged in descending order, after which two peripheral groups are selected at a rate of 27% of the total sample that was measured, a higher group represented by the individuals with the highest scores, and a lower group represented by the individuals with the lowest scores" <sup>(2)</sup>. Then apply the test (T-Test) for two independent samples toThe statistical significance of the difference between the averages of the upper and lower groups of the paragraphs of the scale was counted as an indicator of the validity of paragraph <sup>(3)</sup>, where the number of forms with the highest grades was (21) forms as well as the lower number of approved forms to become (42) forms, Using the Statistical Portfolio for the Social Sciences (SPSS), Table (2) shows:

**Table (2) shows the arithmetic means, standard deviations, calculated value of (t) and level of significance**



BURNOUT SCALE						
t	Top Group		Lower Group		Calculated t-value	Sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	4.367	0.325	1.202	0.432	27.320	0.000
2	4.571	.4430	1.532	.6870	17.987	0.000
3	3.353	0.462	3.093	0.388	1.457	0.133
4	4.263	.4820	1.718	.9160	11.590	0.000
5	4.672	.5270	1.641	.5160	17.396	0.000
6	4.827	.4550	1.318	.4760	24.242	0.000
7	4.263	.4820	1.718	.9160	11.590	0.000
8	4.672	.5270	1.641	.5160	17.396	0.000
9	4.263	.4820	1.718	.9160	11.590	0.000
10	4.638	.6920	1.762	.7610	13.326	0.000
11	4.263	.4820	1.718	.9160	11.590	0.000
12	4.672	.5270	1.641	.5160	17.396	0.000
13	4.263	.4820	1.718	.9160	11.590	0.000
14	4.827	.4550	1.318	.4760	24.242	0.000
15	4.715	0.115	1.434	.5610	27.131	0.000
16	4.328	.4960	1.363	.4920	20.221	0.000
17	4.474	.5490	1.636	.6570	15.883	0.000
18	4.827	.4550	1.318	.4760	24.242	0.000
19	4.263	.4820	1.718	.9160	11.590	0.000
20	3.535	0.452	3.373	0.368	1.467	0.130
21	4.672	.5270	1.641	.5160	17.396	0.000
22	4.681	.7870	1.733	.8250	14.617	0.000



23	3.535	0.452	3.373	0.368	1.467	0.130
24	4.585	0.602	1.420	.6030	20.579	0.000
25	4.318	.4760	1.818	.7320	13.415	0.000
26	4.863	.3510	1.136	.3510	35.194	0.000
27	4.545	.5090	1.636	.7260	15.372	0.000
28	4.863	.3510	1.590	.6660	20.384	0.000
29	4.681	.4760	1.318	.4760	23.401	0.000
30	4.272	.4550	1.545	.5090	18.708	0.000
31	4.525	.1280	1.755	.8660	20.016	0.000
32	4.454	.5090	1.272	.4550	21.826	0.000
33	4.638	.6920	1.762	.7610	13.32 6	0.000
34	4.310	.4490	1.478	.5750	16.415	0.000
35	4.672	.5270	1.641	.5160	17.396	0.000
36	4.681	.7870	1.733	.8250	14.617	0.000
37	4.638	.6920	1.762	.7610	13.32 6	0.000

Significant at the significance level  $\leq 0.05$

From Table (2), we find that there are (2) paragraphs where the level of statistical significance was greater than (0.05), and this means that there are no significant differences for those paragraphs between the upper and lower groups, and therefore these paragraphs were excluded from the scale, and thus the number of paragraphs of the scale became (34) paragraphs.

### 3.7.1.2 Internal consistency of paragraphs:

This honesty consists through the preparation of a test consisting of a number of dimensions to measure a phenomenon, and the sum of the scores of these dimensions is the total degree of the test, and to calculate the sincerity of the internal consistency of this test used for this purpose Pearson correlation coefficient, by finding the correlation between the scores of each paragraph and the total degree of the scale, and relied on the responses of the research sample of (77) players.

#### 3.7.1.2.1 Relationship of the paragraph to the overall score of the scale:

The Pearson correlation coefficient was used by the statistical bag (SPSS) between the paragraphs of the scale and the total score of the scale, and Table (3) shows this.

**Table (3) shows the degree of correlation of the paragraph with the total degree of the scale and the level of significance**



PARAGRAPH SEQUENCE	CORRELATION COEFFICIENT	SIGNIFICANCE LEVEL	PARAGRAPH SEQUENCE	CORRELATION COEFFICIENT	SIGNIFICANCE LEVEL	PARAGRAPH SEQUENCE	CORRELATION COEFFICIENT	SIGNIFICANCE LEVEL
1	0.686	0.000	13	0.595	0.000	25	0.673	0.000
2	0.752	0.000	14	0.686	0.000	26	0.557	0.000
3	0.679	0.000	15	0.752	0.000	27	0.822	0.000
4	0.745	0.000	16	0.775	0.000	28	0.759	0.000
5	0.557	0.000	17	0.745	0.000	29	0.675	0.000
6	0.722	0.000	18	0.679	0.000	30	0.782	0.000
7	0.696	0.000	19	0.745	0.000	31	0.725	0.000
8	0.675	0.000	20	0.595	0.000	32	0.678	0.000
9	0.760	0.000	21	0.686	0.000	33	0.819	0.000
10	0.775	0.000	22	0.752	0.000	34	0.562	0.000
11	0.673	0.000	23	0.725	0.000			
12	0.759	0.000	24	0.675	0.000			

From Table (3), we find that all paragraphs are related to the overall score of the scale.

### 3.7.2 Persistence:

Stability means "the extent of accuracy by which the test measures the phenomenon subject of measurement" <sup>(1)</sup> and stability is one of the basic elements in the preparation of tests and the adoption of their results and there are several ways through which the coefficient of stability can be extracted has chosen the researchers including:

#### 3.7.2.1 Cronbach's alpha method:

To extract the stability in this way, the equation (Alpha Cronbach) was applied to the scores of the sample members of (77) players, so the value of the scale stability coefficient was (0.848), which is an indicator that the stability coefficient of the test is very high, the closer the stability coefficient of the test of the correct one, the strength of the stability of the test <sup>(2)</sup>.

#### 3.7.2.2 Half-segmentation method:

The method of half-segmentation is one of the most stable methods used in paper and pen tests, and in this method it is possible to obtain two degrees for each individual by dividing the test into two halves, such as that the first half includes the odd numbers and their number (17), and the second half on the even numbers and their number (17), and on that we get two degrees for each individual and the link between these two degrees (the degrees of the two halves of the test) is the internal consistency of the test half only and not for the test as a whole <sup>(3)</sup>, if the Pearson correlation coefficient was (0.933) and in order to obtain the value of the stability coefficient for the whole scale, the researchers used the Spearman-Brown equation, using the statistical bag (spss), and its value was (0.957) and this is a high indicator of the stability of the scale.

### 3.7.3 Objectivity:





The researchers believe that the clear instructions and the existence of a model on how to answer as well as the clarity of the phrases and ease of interpretation and the multiplicity of alternatives to answer, and the exclusion of questionnaires in which the answer is repeated on the same paragraph or in which the answer to all paragraphs is not completed all this makes the answer to the paragraphs of the scale objective.

## 2.8 Equivalence of the research sample

The equivalence of the research sample was conducted in the psychological exhaustion scale between the experimental and control groups as shown in Table (3).

**Table (3)**

**Shows the significance of the differences between the pre-test of the experimental and control groups in the variables of psychological exhaustion under research (equivalence)**

Test Name	Control group		Experimental Group		Calculated T value	Significance level
	Going to	on	Going to	on		
Psychological exhaustion	132.15	4.887	129.45	5.567	1.77	Non D

□ at a significance level of 0.05

**3-9 psychological counseling program:** The goal of developing a cognitive behavioral counseling program is to reduce the level of feeling of psychological exhaustion for weightlifters (youth), so the researcher has access to sources related to the subject of research, especially psychological counseling books.

A time plan was also developed for the implementation of the program, where the number of program sessions reached (12) sessions at a rate of (3) sessions per week, interspersed with an introductory session and a closing session, and each session lasts for 45-60 minutes and a table (4) shows the program plan.

**Table (4) Program Plan**

M	Session Title	Session Objective	Observations
1	Dating session	Introducing the mentoring program - acquaintance between the players and the researcher	Short orientation lecture
2	Self-importance	Identify the concept of self and the importance of its concept	Lecture – Dialogue – Discussion
3	Distance from oneself	The real negatives of moving away from the real self	Lecture - Discussion - Examples
4	Marital status	Integration into society	Lecture – Strengthening Discussion
5	Social isolation	Cons of athletic introverted personality	Lecture - Discussion - Examples
6	Social support	The importance of social support for athletes	Lecture – Examples of consolidation



7	Purposeful adjective	Strengthening the athletic personality	Lecture - Discussion - Examples
8	Setting goals	Enable the athlete to set future goals	Lecture – Discussion – Questions
9	Imbalance	Introducing the player to the negativity of imbalance in setting a unified standard	Explanation – Discussion – Teaching
10	Rebellion against decisions	Clarify the negatives of rebelling against the decisions of the coach	Explanation - clarification - discussion of examples
11	Difficulty adapting to the environment	Explain how to adapt to the environment, especially the new environment	Discussion – Note – Calendar
12	Closing Session	Encourage players to apply what they have learned and apply in the scale post-test	Lecture – Discussion – Reinforcement – Fun

**3-10 Post-test:** After the completion of the guidance program, the post-test was conducted on (Tuesday) corresponding to 17/11/2023 under the same conditions in which the pre-test was carried out.

**3.11 Statistical methods:** The researcher used the following statistical systems:

\* Ready-made statistical bag (SPSS. Ver 21).

#### 4- Presentation, analysis and discussion of results:

##### 4.1 Presentation, analysis and discussion of the results of the psychological exhaustion scale:

Table (5)

Shows the hypothetical mean, arithmetic mean, standard deviation, value of (t) and value (sig) of the psychological exhaustion scale

Number of dimension paragraphs	Sample Number	Hypothetical mean	Arithmetic mean	Standard deviation	(t) Calculated	Sig
10	20	30	75	3.95	2.568	0.00

- Table (5) shows that the number of paragraphs of the psychological exhaustion scale is (34) items, with an assumed mean of (30), while the arithmetic mean of the research sample (application) was (75) with a standard deviation of (3.95), while (t Al-Mahsba) reached (**2.568**) and a level of significance (0.00), which indicates that there are significant differences at the level of significance (0.05) and in favor of the arithmetic mean, The researcher attributes this result to the fact that some players have a trick in which the person shows feelings different from his real feelings, as well as we see that there are many people who have behaviors that are completely opposite to what he feels or sees and expresses his feeling of behavior completely opposite to what is inside him; and many of us know that there are people who show courtship and respect and we know that inside him he hates us, But he always acts like one of our best friends, as well as there are many players who hate sitting with the open community, but it shows



acceptance and satisfaction and within it objection and non-acceptance, and this matter is very dangerous and must be treated and eliminated through the work of educational and guidance seminars for players of sports clubs, and this is what (Ahmed Ali Al-Faramawi) emphasizes that the concept of this phenomenon is "that a person tries to adopt a certain direction or opinion in an issue or issue at hand, but this trend or The opinion is contrary to the opinions or trends that cause him distress, anxiety or guilt." [\(1\)](#)

#### 4-2 Presentation and analysis of the results of the pre- and post-tests of the experimental group in the test (exhaustion for myself) and discuss them.

Table(6)

Shows the results of the pre- and post-tests of the experimental and control groups in the test (psychological exhaustion)

The Collection	Unit of measurement	Tribal		Post		Calculate d value (T)	Significanc e level	Significanc e
		Going to	±	Going to	±			
Experimenta l	degree	159.45	5.567	111.875	2.348	12.045	0.00	D
Adjuster	degree	152.15	4.887	149.332	3.144	22.175	0.00	D

Degree of freedom (n-1) (10-1=9), D at significance level (0.05)

By reviewing Table (6), which shows the results of the pre- and post-test of the experimental group in the scale of (psychological exhaustion), we found that the arithmetic mean of the pre-test reached (159.45), and a standard deviation of (5.567), while the arithmetic mean in the post-test was (111.875) degrees, and a standard deviation of (2.348), and when using the law (T.) for correlated samples showed the calculated value of (T) (12.045), which indicates its significance at the level of significance (0.05) and the degree of freedom (9) and thus the difference is statistically and in favor of the post-test.

As for the control group, its results for the pre- and post-tests in the scale (psychological exhaustion) show us that the arithmetic mean of the pre-test reached (152.15), and a standard deviation of (4.887), while the arithmetic mean in the post-test was (149.332) degrees, and a standard deviation of (3.144), and when using the law (T) for correlated samples showed the calculated value of (T) (22.175), which indicates its significance at the level of significance (0.05) and the degree of freedom (9) and thus the difference is statistically and in favor of the post-test.

#### 4-3 Presentation and analysis of the results of the post-tests of the experimental and control research groups in the test (psychological exhaustion) and discussed: -

After unloading the data for the two dimensional tests of the experimental and control groups and processing them statistically as shown in Table (7)

Table(7)

Shows the results of the post-tests of the experimental and control research groups in the test (psychological exhaustion)

Test Name	Unit of measurement	Experimental Group		Control group		Calculate d T(T) values	Significanc e level	Significanc e
		Going to	±	Going to	±			



Psychological exhaustion	Grade	111.87 5	2.34 8	149.33 2	3.14 4	8.520	0.00	D
--------------------------	-------	-------------	-----------	-------------	-----------	-------	------	---

\*Degree of freedom (n-2) (20-2=18), D below significance level (0.05)

Through Table (7) of the results of the post-tests of the experimental and control groups, it is clear to us that the arithmetic mean of the scale (psychological exhaustion) of the experimental group has reached (111.875), and a standard deviation of (2.348), while the arithmetic mean of the control group was (149.332), while the standard deviation was (3.144) and when using the law (T.test) for non-correlated samples, as the value of (T(calculated (8.520) under the level of significance (0.00), which indicates its significance at the level of significance (0.05) and the degree of freedom (18), thus the difference is significant in favor of the experimental group. The researcher attributes this result to the fact that some players have a trick in which the person shows feelings different from his real feelings, as well as we see that there are many people who have behaviors that are completely opposite to what he feels or sees and expresses his feeling of behavior completely opposite to what is inside him; and many of us know that there are people who show courtship and respect and we know that inside him he hates us, But he always acts like one of our best friends, as well as there are many players who hate sitting with society, but he shows acceptance and satisfaction and within him objection and non-acceptance, and this matter is very dangerous and must be treated and eliminated through the work of educational and guidance seminars for players of sports clubs, and this is what (Ahmed Ali Al-Faramawi) emphasizes that the concept of this phenomenon is "that a person tries to adopt a certain direction or opinion in an issue or issue at hand, but this trend or opinion He disagrees with his opinions or attitudes that cause him distress, anxiety or guilt." [\(1\)](#)

## Conclusions and recommendations:

### 5.1 Conclusions:

- 3- It was reached to build and legalize a tool to measure the psychological exhaustion of weightlifters (youth)
- 4- It appeared that there are some players who have the characteristic of psychological exhaustion (showing the player contrary to what he implies).

### 5.2 Recommendations:

- 3- Conducting more studies and research that address the relationship between psychological exhaustion and other variables such as, motivation and level of ambition.
- 4- The need to work on developing a psychological strategy used in training and reviewing training methods and methods used in the training process.

### Sources Arabic

\* Ahmed Ali Al-Faramawi: **Perspectives on Psychological Defense Mechanisms (with the Lights of Qur'anic Verses)**, Egypt, Third Scientific Conference, 2000.

\* Mr. Mohamed Abu Hashem Hassan: **Psychometric Properties of Standard Tools in Psychological and Educational Research Using SPSS**, Educational Bag, King Saud University, College of Education, Department of Psychology, 2006.

\* Bloom Benjamin (et al.): **Assessment of Student Learning Synthesis and Formative**, (translation) Mohamed Amin al-Mufti et al., Macrohill House, Cairo, 1983.

\* Hassan Ghaly Mahawi: **Reality and Future Vision for Investment in Sports Clubs in the Central and Southern Governorates**, PhD thesis, University of Basra, College of Physical Education and Sports Sciences, 2015,

\* Haider Abdul Razzaq Kazim: **Fundamentals of Writing Research in Physical Education and Sports Sciences**, 1st Edition, Iraq-Basra, 2015.

# Proximus Journal of Sports Science and Physical Education

Volume 1, Issue 8, August, 2024

<http://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



- \* Zahran, Samah Khaled. (2002) **Studies in Educational Social Psychology on Children and Adults**, 1st Edition, Dar Al-Fikr Al-Arabi, Cairo.
- \* Abdul Allah Al-Smadi and Maher Al-Darabi: **Psychological and Educational Measurement and Evaluation between Theory and Practice**, 1st Edition, Oman, Dar Wael, 2003.
- \* Ali Zeidan: **Readings of Logia**, Arab Anthropological Forum on the same site <http://www.anthvo-ablmontada.net/montadu-f10/topic.t611.htm>
- \* Laila El-Sayed Farhat: **Measurement and Testing in Physical Education**, 1st Edition, Cairo, Book Center for Publishing, 2001,
- \* Mahjoub Ibrahim Yassin: **Tests and Measurements in the Field of Physical Education and Physical Education Sciences**, 1st Edition, Baghdad, 2015, .
- \* Mohamed Jassim Al-Yasiri and others: **Al-Mukhtasar fi Writing Scientific Research**, 1st Edition, Iraq Dar Al-Diaa Printing, 2015, .
- \* Mohamed Khalil Abbas and others: **Introduction to Research Methods in Education and Psychology**, 3rd Edition, Oman, Dar Al-Masirah for Publishing, Distribution and Printing, 2011.
- \* Mohamed Nasr El-Din Radwan: **Inferential Statistics in the Sciences of Physical Education and Sports**, 1st Edition, Dar Al-Fikr Al-Arabi, Cairo, 2003.

## Accessory(1) Exhaustion Scale (Final)

t	Paragraph name	All the time	Often	Sometimes	Rarely	At all
1	I constantly feel mentally tired					
2	I have a hard time what my coach says					
3	I suffer from distraction of my thoughts and wandering mind during training					
4	The difficulty of accuracy and high organization during training					
5	My mind is confused because of the many problems in my life					
6	Difficulty finding an internship opportunity with my colleagues as an exchange of information					
7	I find myself unable to find the right words when talking to others.					
8	I feel weak and unable to solve my problems					
9	I suffer from insufficient ability to control my emotions					
10	I worry that the financial situation will be an obstacle in my continuation in training					
11	I feel like my training expenses are weighing heavily on my family.					
12	It hurts me that the monthly income of the family is limited					
13	Difficulty meeting the financial requirements to complete my training					



14	I am worried about the low financial level of the family				
15	I feel a headache at the end of each training module				
16	I feel very squint when I wake up early				
17	I don't have the ability to go about my daily activities				
18	I complain of pain in the muscles of my body when practicing training				
19	I find my body unable to face difficulties during training				
20	I suffer from work pressures because of weightlifting				
21	I don't have good motivation to train and practice weightlifting				
22	I feel my heart beating is irregular during training				
23	I have the idea of leaving training and finding another job				
24	I feel bad when the coach assigns me extra work				
25	I don't feel remorse when there is a disagreement with my colleagues				
26	Stay away from talking to my fellow athletes				
27	I regret playing that sport without it.				
28	Take the sports problems that happen to me to my house				
29	I get nervous when the coach and my teammates criticize me				
30	I feel embarrassed when dealing with the coach				
31	I find myself excited when dealing with others				
32	I find it difficult to retrieve the information about the previous training module				
33	Stay away from mixing with society				
34	I find it difficult to form relationships outside the sports community				

(1) Zahran, Samah Khaled. (2002) **Studies in Educational Social Psychology on Children and Adults**, 1st Edition, Dar Al-Fikr Al-Arabi, Cairo, p. 18.

(2) Ali Zeidan: **Readings Anthropology Logia**, Forum of Arab Anthropology the same site <http://www.anthvo-ablmontada.net/montadu-f10/topic.t611.htm>

(2) **Mohamed Khalil Abbas and others: Introduction to Research Methods in Education and Psychology**, 3rd Edition, Oman, Dar Al-Masirah for Publishing, Distribution and Printing, 2011, p. 217.

(3) **Mohamed Nasr al-Din Radwan: Inferential Statistics in the Sciences of Physical Education and Sports**, 1st Edition, Dar Al-Fikr Al-Arabi, Cairo, 2003, p. 17.

(4) Mahjoub Ibrahim Yassin: **Tests and Measures in the Field of Physical Education and Physical Education Sciences**, 1st Edition, Baghdad, 2015, p. 157.



(2) **Hassan Ghaly Mahawi: Reality and Future Vision for Investment in Sports Clubs in the Central and Southern Governorates**, PhD thesis, University of Basra, College of Physical Education and Sports Sciences, 2015, p. 95.

(3) Bloom Benjamin (et al.): **Evaluation of Student Learning Synthesis and Formative**, (translation) Mohamed Amin al-Mufti et al., Macrohill House, Cairo, 1983, p. 126.

(1) Haider Abdul Razzaq Kazim: **Fundamentals of writing research in physical education and sports sciences**, 1st edition, Iraq-Basra, 2015, p. 123.

(2) Abdul Allah Al-Smadi and Maher Al-Darabi: **measurement and psychological and educational evaluation between theory and practice**, 1st edition, Oman, Dar Wael, 2003, p. 155.

(3) Mohamed Jassim Al-Yasiri and others: **Al-Mukhtasar fi Writing Scientific Research**, 1st Edition, Iraq Dar Al-Diaa Printing, 2015, p. 75.

(1) Laila El-Sayed Farhat: **Measurement and Testing in Physical Education**, 1st Edition, Cairo, Book Center for Publishing, 2001, p. 144.

(2) Mr. Mohamed Abu Hashem Hassan: **Psychometric Properties of Standard Tools in Psychological and Educational Research Using SPSS**, Educational Bag, King Saud University, College of Education, Department of Psychology, 2006, p. 11.

(3) Mahjoub Ibrahim Yassin: **op. cit.**, 2015, p. 94.

(1) Ahmed Ali Faramawi: **Looks at the psychological defense mechanisms (with the lights of the Qur'anic verses)**, Egypt, the third scientific conference, 2000, p. 753.

(1) Ahmed Ali Faramawi: **Looks at the psychological defense mechanisms (with the lights of the Qur'anic verses)**, Egypt, the third scientific conference, 2000, p. 753.