

Evaluation of psychological stress and its relationship to the skills of passing from the bottom and top in volleyball for fourth-year students in the College of Physical Education and Sport Sciences

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Abstract

The research aims: to evaluate the psychological pressure for students of the fourth stage in the Faculty of Physical Education and Sports Science , University of Baghdad for the year 2018 - 2019 , as I use the descriptive survey style to fit in solving the problem of research, have been identified sample purposively, and represented the students of the fourth stage in the College of Education Physical education and sports sciences at the University of Baghdad, whose number is (84) male and female students distributed among (6) divisions by (3) for male and (3) for female students, and the sample of the exploratory experiment included (18) students from outside the research sample , Since the scale was applied to 60 of the students, in order to determine the measure of the validity and find a scientific basis for the measure, have been extracted grading standard and levels on the main sample of (84) students, we reach the following conclusions: Evaluation of psychological stress , a discrepancy clear In students ' levels, by comparing the standard scores achieved with the levels of normal distribution and determining the relationship between psychological pressure and the performance of the two passing skills from the top and the bottom, and the recommendations were for the necessity of measuring psychological pressure to stand at the level of students' psychological state, applying the scale to other games to determine the level of psychological stress.
Keywords: psychological stress, skills, volleyball, students, College of Physical Education and Sports Sciences

Introduction

Research in sports is a fundamental pillar for reaching new facts to improve the level of athletic performance. The evaluation is the basis for determining the level of education or training, as it represents the final outcome of the measurement results to which the student or player is subjected, as it represents the main criterion for determining the level of his performance in the game with its various requirements, the evaluation reflects in one way or another the extent of the development of scientific and practical ability through the series of measurements That give us scores that represent the results of the laboratory's achievement in order to make judgments about the results of those measurements and to determine the effectiveness of the methods used. The evaluation of the psychological state is no less important than the evaluation of the other requirements of the game or sporting activity. The psychological aspect plays an important and effective role in contributing to the success of sports performance. Therefore, the study and follow-up of the psychological aspect has become necessary to find out what has been achieved in the field of psychological preparation in addition to the skillful, physical and planning preparation. Psychological stress is one of the important topics that require more research, attention and measurement, as it is one of the factors affecting sports performance, as many students are exposed to psychological pressures, whether these pressures are life or practical, overlooked by some by the disappearance of their influence by virtue of rigidity and good behavior and others are unable to get rid of Its effects form a psychological condition that affects his performance and his communication with the requirements of the educational process, including

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undergoing continuous evaluation through weekly or daily examinations and preparing reports for the subject, and this constitutes an added burden in order to obtain good results in addition to that anxiety and fear of failure to achieve this. And because the performance of skills in volleyball requires correct implementation and the lowest percentage of error in order to obtain good results, and these are stressful situations for students, especially if they have not mastered the learning and performance of the skill properly, and by noting the discrepancy in the level that students appear when performing the two passing skills. From the top and bottom and because correct implementation is the key to success in the two skills, and given the fact that the psychological pressure of students in the game of volleyball and with regard to the two skills has not received research attention for the evaluation process, as it is one of the problems affecting the achievement of success and excellence in the field of the game, and within that this problem was addressed by In order to assess the psychological stress of fourth-stage students and determine the extent of its link with the skills of passing from the top and the bottom in order to find solutions and raise the level of students.

The aim of the research is to: Evaluate psychological pressures among fourth-stage students in the College of Physical Education and Sports Sciences at the University of Baghdad, to identify psychological pressures among fourth-stage students in the College of Physical Education and Sports Sciences at the University of Baghdad, to determine criteria and levels of psychological pressure among fourth-stage students, to know the differences in stress The psychological level between male and female students of the fourth stage and the knowledge of the relationship between psychological stress and the accuracy of the scrolling skills from the top and the bottom of the fourth stage students In the College of Physical Education and Sports Sciences at the University of Baghdad.

The research hypotheses there are existence of significant statistical differences of the psychological pressures among the fourth stage students in the College of Physical Education and Sports Sciences at the University of Baghdad. There is a statistically significant relationship between psychological stress and the accuracy of the performance of the passing skills from the top and the bottom in volleyball.

Literature review

As for the most important previous studies that dealt with psychological stress, a study (*Mansour, 2008*) aimed to examine the relationship between the perception of social support and the perception of psychological stress University students in Jordan. The results of the study showed that university students' perception of social support and psychological pressures is within the average level. As indicated The results of this study indicated that the level of female students' perception of social support and psychological pressures is higher than that available for male students, and the weight of the variable perception of the students of the social support they receive from their families was better than the weight of the variable perception of the students of the social support they receive from friends, as predictive variables (predictor variables by realizing life events as a source of psychological stress. As for studying (*Balbim, 2012*) She indicated that athletes who have low levels of social cohesion are negatively affected by stress factors, and studies have indicated that social cohesion is a very important factor in psychological stress, especially in important competitions. As for the study carried out by (*Hassan, 2006*), which aimed to identify the sources of psychological stress among students of the College of Physical Education at the University of Sudan for Science and Technology during practical education and the differences in perceptions of stress sources when classifying trainees on the basis of gender and the results indicated that the most prominent sources of stress related to practical training The teaching was in terms of students' suffering from the lack of equipment, tools, order, discipline, differences in motor abilities, and lack of experience. As for the study of (*Khamis, 2012*) which emphasized the importance of studying psychological stress and finding the relationship between it and the skillful performance in the game of handball, as it is one of the games that is characterized by a lot of stressful situations in addition to knowing the differences between students in psychological pressure and skill performance. The study reached an interest in mentoring students psychologically. To relieve the stress they are exposed to.

Methodology

I use the descriptive method, not the survey method, as it is appropriate in solving the research problem. And sample research students in the fourth stage in the Faculty of Physical Education and Sports Science University of Baghdad in the academic year 2018-2019 totaling 84 students divided into three divisions for each category, and divided the sample to (16) students for the experience of the pilot, they representing the fourth stage and (60) students in order to apply the evaluation of the scale of measures and to determine the scientific his foundations, this dish measure after a period of time of up to four weeks to 84 students, to extract grades and levels of standard sample, along with the comparison between Male and female students in the stress scale and learn the correlation between psychological stress and the accuracy of the two skills of passing from the top and the bottom in volleyball.

the search variable: Through a review of previous sources and studies, the scale used by (*Khamis, 2012*) (*Appendix 1*), quoted by Haider Karim and Muhammad Saud, was approved, and this used the multiple

choice method, which is based on five alternatives (very agree, agree, hesitant, very disagree, I do not agree), and amounted to the number of initial paragraphs as (50) paragraph, this was to determine the validity of the paragraphs of the scale according to two indicators: Discriminatory ability of paragraphs and homogeneity of paragraphs through the internal consistency of the scale.

It was an exploratory experience for to make sure the clarity of paragraphs and understanding of the extent and clarity of the instructions, as well as to determine the time it takes to answer on the scale and identify the obstacles that it is possible to face when the main application of the scale, and conducted reconnaissance experiment on Wednesday approved (20/3/2019) in the Hall indoor volleyball on a sample consisting of (16) students, showing accepted the sample to measure through the clarity of instructions and ease of understanding of paragraphs and clarity, note that the time it takes to answer on the scale ranging from (8 - 13 minutes) and also been applied tests skill players.

The application of the scale on the members of the sample totaling (60) students from the fourth stage the plane of the ball for the year 2018-2019 for the period on Tuesday, 26/3/2019 until on Wednesday approved 3/4/2019, after the completion of the implementation of the main experiment was arranging forms scale and correct and record the results to be analyzed statistically, has been found descriptive characteristics of the degrees of the sample response and number (60) students, then applied the scale on sample members Calendar totaling (84) students from the students of the fourth stage in the ball volleyball for Sunday 5/5/2019 until on Wednesday approved 8 / 5 / 2019, then the order forms the scale and correct and record the results in preparation for analysis statistically, has been found descriptive characteristics of the degrees of the sample response, and shows through which the sample is distributed naturally in the scale and the table (3) shows that, and then it was conducted two tests (*Hassanein, 1997*) (*Appendix 2*), under discussion on 05.09.2019 until 15.05.2019 as the researcher used the statistical program Spss.

The scientific foundations of the scale: The psychological stress scale was analyzed according to two indicators: the discriminatory ability of the paragraphs, which represent a type of validity that is used to determine the validity of the test and is also called the peripheral comparison or the two extremes, which give an important indication for building measures or tests and is evidence of distinguishing between the two groups of high and low levels. (*Al-Kubaisi, 2015*) and as shown in Table (1), as well as extracting the correlation of each paragraph with the total score of the scale, and as shown in Table (2).

Results

Table (1) the discriminatory ability of the paragraphs of the psychological stress scale

Paragraph number	Lower group		Top group		Values) t (Calculated	Significance value	The result
	s	P	s	P			
1	1.312	0.478	4,875	0.341.	24. 232.	0.00 0	moral
2	1.250	0.447	4.750	0.447	20.226-	0.00 0	moral
3	1.187	0.403	4.500	0.516	23.120 -	0.000	moral
4	1.125	0.341	4.750	0.447	26.849-	0.000	moral
5	1.125	0.341	4.625	0.500	25. 435	0.000	moral
6	1.187	0.403	4.562	0.512	18.450-	0.000	moral
7	1.062	0.250	4.687	0.478	27,000-	0.000	moral
8	1.312	0.478	4.500	0.516	31.623-	0.000	moral
9	1.187	0.403	4.812	0.403	63,000-	0.000	moral
10	1.062	0.250	4.812	0.403	16. 840.	0.000	moral
11	1.312	0.478	4.562	0.512	23.120-	0.000	moral
12	1.375	0.500	4.500	0.516	31.623-	0.000	moral
13	1.000	0.000	4.375	0.500	27.111-	0.00 0	moral
14	1.187	0.403	4.562	0.512	25.435-	0.000	moral
15th	1.062	0.250	4.812	0.403	20.125-	0.00 0	moral
16	1.125	0.341	4.625	0.500	23.120-	0.000	moral
17	1.000	0.000	4.937	0.250	30.812-	0.000	moral
18	1.500	0.516	4.750	0.447	37.831-	0.000	moral
19	1.437	0.512	4.500	0.516	37.831-	0.000	moral
20	1.312	0.478	5.000	0.000	27.813-	0.000	moral
21	1.125	0.341	4.625	0.500	16.971-	0.000	moral
22	1.562	0.512	4.687	0.478	30. 812.	0.000	moral
23	1.062	0.250	4.812	0.403	20.989-	0.000	moral
24	1.625	0.500	4.687	0.478	19.141-	0.000	moral
25	1.000	0.000	4.500	0.516	25.491-	0.000	moral

26	1.312	0.478	4,875	0.341	24.232-	0.000	moral
27	1.187	0.403	4.812	0.403	20.226-	0.000	moral
28	1.000	0.000	4.500	0.516	23.120-	0.000	moral
29	1.250	0.447	4.625	0.500	26.849-	0.00 0	moral
30	1.437	0.512	4,875	0.341	25.435-	0.000	moral
31	1.375	0.500	4,875	0.341	18.540-	0.000	moral
32	1.187	0.403	4.750	0.447	27,000 -	0.000	moral
33	1.312	0.478	5.000	0.000	31.623 -	0.000	moral
34	1.250	0.447	4.812	0.403	63,000 -	0.000	moral
35	1.000	0.000	4.812	0.403	16.840 -	0.000	moral
36	1.375	0.500	5.000	0.000	23.120 -	0.000	moral
37	1.187	0.403	5.000	0.000	31.623 -	0.000	moral
38	1. 375	0.500	4,875	0.341	27.111 -	0.00 0	moral
39	1.000	0.000	4.562	0. 512	25.435 -	0.000	moral
40	1.000	0.000	4,875	0.341	20.125 -	0.000	moral
41	1. 625	0.500	4.625	0.500	23. 120 -	0.000	moral
42	1.312	0.478	4.687	0. 478	30.812 -	0.000	moral
43	1.000	0.000	4.687	0.478	37.831 -	0.000	moral
44	1.562	0.512	4. 750	0.447	37.831 -	0.000	moral
45	1.250	0.447	4.687	0.478	27.813 -	0.000	moral
46	1.062	0.250	4.687	0.478	16.971 -	0.000	moral
47	1.375	0.500	4.687	0.478	30.812 -	0.000	moral
48	1. 187	0.403	4.562	0.512	20.989 -	0.000	moral
49	1.375	0. 9 50	4. 937	0.250	19.141 -	0.000	moral
50	1.250	0.447	4.687	0.478	25.491-	0.000	moral

Table (2) Correlation coefficient between paragraph score and overall stress scale

Paragraph number	Simple correlation coefficient	Significance value	The result	Paragraph number	Simple correlation coefficient	Significance value	The result
1	0.314 **	0.001	moral	26	0.337 **	0.000	moral
2	0.347 **	0.000	moral	27	0.316 **	0.001	moral
3	0.354 **	0.001	moral	28	0.276 **	0.000	moral
4	0.310 **	0.000	moral	29	0.368 **	0.00 1	moral
5	0.295 **	0.000	moral	30	0.316 **	0.010	moral
6	0.303 **	0.000	moral	31	0.372 **	0.000	moral
7	0.333 **	0.000	moral	32	0.248 **	0.000	moral
8	0.274 **	0.000	moral	33	0.240 **	0.000	moral
9	0.300 **	0.000	moral	34	0.310 **	0.010	moral
10	0.309 **	0.002	moral	35	0.157	0.080	Non-legal entity
11	0.272 **	0.000	moral	36	0.270 **	0.000	moral
12	0.224 **	0.000	moral	37	0.319 **	0.000	moral
13	0.360 **	0.000	moral	38	0.378 **	0.000	moral
14	0.323 **	0.000	moral	39	0.266 **	0.000	moral
15th	0.259 **	0.000	moral	40	0.346 **	0.000	moral
16	0.301 **	0.010	moral	41	0.320 **	0.000	moral
17	0.355 **	0.000	moral	42	0.249 **	0.000	moral
18	0.350 **	0.001	moral	43	0.260 **	0.000	moral
19	0.210 *	0.019	moral	44	0.257 **	0.000	moral
20	0.305 **	0.001	moral	45	0.525 **	0.000	moral
21	0.306 **	0.001	moral	46	0.338 **	0.000	moral
22	0.235 **	0.000	moral	47	0.310 **	0.000	moral
23	0.203 *	0.004	moral	48	0.270 **	0.000	moral

24	0.225 *	0.010	moral	49	0.318 **	0.000	moral
25	0.222 *	0.013	moral	50	0.236 **	0.000	moral

The internal consistency of the paragraphs of the psychological stress scale: It indicates the extent of homogeneity of the paragraphs in their measurement of the trait, the total sum of the scale is a spoken measurement, as the correlation of the total score of the scale means that the paragraph measures the same concept that the total score measures. It was found that all the paragraphs of the scale of psychological stress are statistically significant, except for paragraph (35), not a function, so it was rejected, so that the number of the remaining paragraphs of the scale is (49) paragraphs. And to verify the consistency, which means “stability in the measurement results” (*Bahi, 1999*). For a measure of psychological pressure we use the following methods:

- *Half-segmentation method*: If the reliability coefficient is extracted by using Guttman's law, the fact that the paragraphs are individual if the test reliability coefficient reaches (0.566), which is an acceptable reliability coefficient that can be relied upon to determine the reliability of the test.
- *The Alpha Fakronbach method*: Fakronbach refers to the extent of the internal cohesion and harmony of the paragraphs, and the scale stability coefficient reached (0.823), at a level of significance (0.05), and with a significant significance (0.00).

As for the objectivity, it has been verified that the scale has alternatives to the answer and is not subject to bias in estimating the weight of each substitute for the paragraph.

Before the extraction of standard grades and levels of standard scale psychological pressure, extracted some descriptive statistics as shown in the table (3) has shown that the sample is distributed equally any test that does not constitute a severe sprain (*Al-Mashhadani, 2015*), then extracted grading standard

Table (3) Arithmetic means, standard deviations, coefficient of torsion, and the highest and lowest value of the psychological stress scale

the scale	Arithmetic mean	standard deviation	Coefficient of torsion	Mediator	Lowest score	The highest degree
Psychological stress	158.7738	14.13050	-0.100-	160.0000	125.00	193.00

The criteria are a set of scores derived from specific statistical methods from the raw scores and are used to compare the performance level of a particular individual with the performance level of the group to which he belongs, as shown in Table (4).

Table (4) Standard (adjusted) scores for the Psychiatric Stress Scale

The sequence	Raw grade	Standard score	Modified standard score	The sequence	Raw grade	Standard score	Modified standard score
1	125	3.39-	26.10	44	160	09	50.87
2	131	1.97-	30.34	45	161	16	51.58
3	132	1.89-	31.05	46	161	16	51.58
4	134	1.75-	32.47	47	161	16	51.58
5	135	1.68-	33.18	48	161	16	51.58
6	136	1.61-	33.88	49	162	23	52.28
7	136	1.61-	33.88	50	162	23	52.28
8	138	1.47-	35.30	51	162	23	52.28
9	139	1.40-	36.01	52	162	23	52.28
10	139	1.40-	36.01	53	162	23	52.28
11	142	1.19-	38.13	54	163	30	52.99
12	143	1.12-	38.84	55	163	30	52.99
13	144	1.05-	39.54	56	164	37	53.70
14	144	1.05-	39.54	57	165	44	54.41
15th	144	1.05-	39.54	58	166	51	55.11
16	145	97-	40.25	59	166	51	55.11
17	146	90-	40.96	60	167	58	55.82
18	146	90-	40.96	61	167	58	55.82
19	146	90-	40.96	62	169	72	57.24
20	147	83-	41.67	63	169	72	57.24

21	148	76-	42.38	64	169	72	57.24
22	150	62-	43.79	65	169	72	57.24
23	150	62-	43.79	66	170	79	57.94
24	151	55-	44.50	67	171	87	58.65
25	152	48-	45.21	68	172	94	59.36
26	153	41-	45.91	69	172	94	59.36
27	153	41-	45.91	70	173	1.01	60.07
28	153	41-	45.91	71	173	1.01	60.07
29	154	34-	46.62	72	173	1.01	60.07
30	155	27-	47.33	73	174	1.08	60.78
31	155	27-	47.33	74	174	1.08	60.78
32	155	27-	47.33	75	175	1.15	61.48
33	156	20-	48.08	76	176	1.22	62.19
34	157	13-	48.74	77	177	1.29	62.90
35	157	13-	48.74	78	180	1.50	65.02
36	157	13-	48.74	79	181	1.57	65.73
37	157	13-	48.74	80	182	1.64	66.44
38	158	05-	49.45	81	182	1.64	66.44
39	158	05-	49.45	82	183	1.71	67.14
40	159	02	50.16	83	186	1.93	69.27
41	159	02	50.16	84	193	2.42	74.22
42	160	09	50.87				
43	160	09	50.87				

Presentation and determination of the standard levels of the stress scale, analysis and discussion thereof after it has been identified that the sample is distributed naturally distributed through the convolution coefficient, in addition to get standard grades

Table (5) Standard levels and percentages for stress scale

The percentage determined in the normal distribution	Raw grade	Standard score limits z	Standard score limits T	Sample number	The ratio
2.14% is very good	193 - and above	2.42 - and above	74.22 - above	1	1.19
13.59% is good	186- 173	1.93 - 1.01	69.27 - 60.07	14	16.67
34.13% above average	172-159	94-02	59.36-50.16	30	35.71
34.13% below average	158-145	97 - 05 -	49.45-40.2 5	24	28.57
13.59% is poor	144-131	-1.97 - 1.05 -	39.54- 30 . 34	14	16.67
2.14% is very weak	125 - and below	-2.39 - or less	26.10 or less	1	1.19
Total				84	100%

▪ **Interpretation of the results**

From the foregoing, it is clear that the sample level was divided into levels (good, above average, weak) The reason for this is the high psychological pressure of students as a result of the increase in the requirements for studying volleyball represented by assigning students to assignments and reports, as well as exposure to weekly and sometimes surprising exams , which generated a psychological burden 0 as a result of fear of failure in not implementing the skills and plans properly with regard to the aspect In addition to the lack of fulfillment of theoretical duties, due to anxiety, tension and lack of experience in facing stressful situations and how to deal with them in a way that reduces their effects, in addition to increasing the burden of teaching and negatively affecting performance, that is , it "distracts the individual's effort and weakens his ability to focus and think, which results from This is his inability to perform the required skill "(Al- Aarsan 2007). Also, the small size of the volleyball court creates pressure on the student as a result of the proximity between him and his colleague, and he must pay attention when implementing the skill and plans in addition

to the speed and accuracy in addition to the limited touch of the ball to the team What causes confusion and tension when directing the ball , in addition to the financial burden that students suffer and social tension, all of which are stimuli that affect the student's performance and interaction in the lesson and the level of Skill circuit .

Table (6) (T) value and the significance of differences in psychological stress scale between students and students in the Faculty of Physical Education and Sports Science

T	Statistical processors	Q- F	P - f	S-D	Values T	Significance value
1	Psychological stress	3.45238	19.35572	2.98665	1.156	0.254

The reason is because in the absence of between students differences that are both exposed to the same pressures when playing the game , the fact that the material studied volleyball unified, according to what is specified in the curriculum of the fourth stage, along with the equipment that is used to train and develop a skill for students and a few female students than It reduces repetitions and leads to increased tension and anxiety , since the student did not reach the good performance of the skill in a way that enables him to apply the other vocabulary of the lesson in addition to the large number of students that contribute to an increase in the psychological burden in addition to the lack of dialogue and discussion in the details of the lesson due to the lack of hours Designated for a volleyball lesson , plus social and physical pressures .

Table (7) Correlation coefficient between psychological stress and the accuracy of passing skills from the top and bottom among fourth stage students in volleyball

the exams	Values ® Calculated	Values (R) Tabular*	Statistical significance
Pass accuracy test from the top	0.51	0.217	moral
Passing accuracy test from the bottom	0.42	0.217	moral

• **At a degree of freedom (82) and a level of significance (0.05).**

The reason is due in a good correlation to the psychological pressures affect the performance of students to skill players, if the more the increased positions or physical or social reflected so negatively in the level of performance "psychological pressures faced by students are resulting from the accumulation problems and the increasing intensity of which hinder adjustment and result in impaired ability to make a suitable response (*Radwan, 2002*) , the fact that the student concentration and the student was not in the stimuli that have caused tension and psychological combustion, leading to the dispersion of attention and makes the implementation of the skill is not good .

Conclusions

1. The students suffer from psychological pressures regarding volleyball lessons, which has a bad effect on their psychological state
2. There is a clear variation in the achievement of students by comparing the standard achieved levels of levels of normal distribution inhalers.
3. Student results were above the mean at standardized levels , indicating high psychological stress
4. No significant differences were found between male and female students in the psychological stress scale.
5. There was no correlation between psychological stress and the performance of the top and bottom passing skills in volleyball.
6. Emphasis on evaluating the psychological aspect periodically in addition to other requirements for studying volleyball because of its importance in achieving better performance .
7. Working to reduce students 'psychological pressure through training courses by psychology professors to show the nature of psychological stress and how to deal with it in a healthy way.
8. Reconsidering the objectives of the volleyball curriculum in a manner that suits the needs of students, in addition to increasing the hours allocated to studying volleyball to reduce the psychological burden
9. The necessity of taking into account individual differences among students in a manner that reduces psychological pressure and encourages discussion of the problems they face in studying volleyball.
10. A conducting studies on other games and for different groups to determine the level of psychological stress and its effect on sports performance.

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Appendix (1) Psychometric stress scale

T	Paragraph	Very ok	OK	hesitant	not agree	Not very OK
1	I find it difficult to get along with the students					
2	I feel like a stranger in my country					
3	I lack the ability to understand my colleagues					
4	I shy away from engaging in conversations with my colleagues					
5	I feel a lack of familiarity with others					
6	Come to my friends for not being comfortable with my family					
7	I feel bad for not understanding my friends.					
8	I suffer from the need for emotional and social support for.					
9	I am concerned that my colleagues do not keep their training deadlines					
10	Come to my friends when I have any problem.					
11	I feel devastated when I'm under a lot of stress in studying.					
12	I feel dissatisfied with the volleyball lesson					
13	I feel embarrassed about my family for being neglectful in my volleyball plans duties					
14	I am concerned about the lack of participation to develop the skill level					
15th	The intensity and rigor I face from my volleyball teacher bothers me.					
16	My feeling of helplessness that bothers me not in the implementation of skills and plans properly.					
17	I am concerned about poor time management of theoretical and practical exercises of skills and plans.					
18	I feel that the atmosphere of the lesson in volleyball is sound.					
19	I feel frustrated at the lack of tools to train volleyball					

	skills.					
20	I lack self-confidence because I am ineligible for admission to my major.					
21	I fear unemployment after graduation.					
22	I suffer from lack of daily spending.					
23	I am very bothered by the high prices.					
24	I feel bad financially because I have no one to support me.					
25	I tend to rely on myself financially.					
26	I feel very tired as a result of the fluctuation in financial support.					
27	Stay away from sharing financially with others for fear of loss.					
28	I often worry about not having a steady material resource.					
29	I feel nervous due to the difficult economic situation.					
30	I suffer from frustration as a result of losing hope in my economic situation.					
31	I get very upset when I see my colleagues with their parents.					
32	I feel helpless and uneasy about the separation of my parents					
33	I often find it difficult to make the decision that keeps me away from my family					
34	I feel upset that there is no home for my family					
35	I feel dissatisfied with my father's behavior with my friends					
36	Seek others because I don't feel safe with my family					
37	I am always angry that my opinions contradict my father's views					
38	I feel my independence after losing my father					
39	I suffer a lot from my father's chronic disease					
40	I feel that my father has no control over the family					
41	I suffer from the need to support those of my friends who love me					
42	I feel nervous when I quarrel with some of my colleagues					
43	I feel a lack of harmony with others					
44	I get anxious when my colleagues desert me					
45	I have never felt the right person for the nose y the exercise with him.					
46	My friends make fun of me when I do not do the exercise correctly					
47	I suffer from lack of sleep as a result of not being proficient in volleyball tactics					
48	I suffer from confusion in the practical exam for the volleyball lesson					
49	I feel frustrated at not agreeing with others in the lesson					
50	I feel insecure as a result of my colleagues turning away from me					

Appendix (2)
Passing test from the top and the bottom

- *Test name:* Scroll to Wall
- *The purpose of the test:* to measure passing accuracy from the top

- *Equipment:* a wall to draw a square (1.5 m x 1.5 m) with the bottom edge being 2 m from the ground, a Swedish seat, placed 1.5 m from the wall, a volleyball.
- *Performance description:* In front of the bench, the laboratory passes continuously towards the square without stopping 30 times, in the event that the laboratory does not hit the square, it must continue to perform until the end of the scheduled attempts, and in the event that the laboratory passes from below, it is counted within the scheduled 30 attempts, but no points are scored for it even if Injury to the square, and the test ends when performance stops for any other reason before the end of the scheduled thirty attempts.
- *Scoring:* 4 points for every correct pass into the square. And one point for every pass outside the box.