

# Cultural-Psychological Alienation and Its Effect on the Skill of Standing on the Head in Gymnastics among Students of the Faculty of Physical Education and Sports Science

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## **Abstract**

*Ground movements are the basic rule for skills on all other devices, and these skills are not without difficulties, as the research problem determines that there is a weakness in the orientation towards the skill of standing on the head and whether cultural-psychological alienation is the reason for the weak orientation of the skill or other reasons, and what is the type of relationship between cultural-psychological alienation in the performance of this skill?*

*To achieve the goals of the research, the researcher will arrive at the procedures that it achieves, including identifying levels of cultural-psychological alienation among students of the Faculty of Physical Education and Sports Science, knowledge of the relationship between cultural-psychological alienation and learning the skill of standing on the head, and is there a statistically significant correlation between cultural-psychological alienation? The skill of standing on the head was done by the researcher using the descriptive approach to its suitability to the nature of the problem. The research sample was randomly selected, amounting to (30) students from the second stage/ College of Physical Education and Sports Science - University of Qadisiyah, and it was found that there is an unrelated correlation between cultural-psychological alienation and learning the skill of standing on the head.*

*The researcher concluded that the teacher did not use the educational method in an accurate and organized manner, which leads to not attracting the second stage students towards practicing the skill, and the teacher not using the principle of reinforcement and correcting the errors that may occur during the performance leads to a poor orientation towards the skill of standing on the head, and the researcher recommended the need to use a good method in gymnastics to explain and understand the skillful technique, the need to use the principle of reinforcement and the need to provide the appropriate educational environment.*

**Keywords:** Cultural-Psychological Alienation, Gymnastics among Students, Sports Science

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## **1- Defining the research:**

### **1-1 Introduction and importance of research:**

Cultural-psychological alienation is one of the emotions that are related to the personality of the athlete, so it affects his relationship with athletes and his continuation in training, and psychological alienation may have clear effects, which are strange to his ideas, emotions, and feelings of powerlessness in the performance of skills, which affect positively or negatively on the motor performance, and psychologists, social and researchers have taken care of this the concept and emphasized its existence as a psychological and social phenomenon that has negative effects on athletes in all individual and individual games)).

Your gymnastics affects the devices on the general consistency of the student's personality, as it makes him strong-willed and determined in addition to giving him precision and order for what his exercise leaves and

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cultural-psychological alienation differs in intensity among athletes, and when its intensity increases, it leads to a decrease in the level of sports results, which causes the athlete to communicate in training to achieve high athletic results, and this is what (Noman Abdel Khaleq Al Sayed) referred to ((Athletes who suffer from expatriation are exposed to mental and health disorders such as stress, high blood pressure, dissatisfaction with work, as well as suffer from a sense of helplessness in training or competition, social isolation and a loss of ability to direct Their activity is according to what they are planning, and as a result, they become frustrated and disinterested in objective goals. On the contrary, athletes who do not suffer from alienation have good mental health and are characterized by social interaction and the ability to achieve objective goals and they are more capable and controlling environmental events surrounding them in training and competition)).

The cultural-psychological alienation among athletes makes them distinguished by the inability to communicate in the performance of mathematical skills in a good and accurate manner because it is disorganized that cannot reconcile the aspects of the movement with its various dimensions, which leads to frustration in achieving mathematical results due to a feeling of a lack of sense of belonging to the group.

Hence the importance of research is manifested in the knowledge of the phenomenon of cultural-psychological alienation and its relationship towards students of the College of Physical Education and Sports Science towards the skill of standing on the head, and from here the researcher observed through his work in teaching that there is a weakness in the orientation towards the skill of standing on the head, so the researcher saw knowledge Poor orientation towards skill among students of the College of Physical Education and Sports Science, and is the alienation felt by students of the College of Physical Education and Sports Sciences.

### **1.2 Research problem:**

The research problem is summarized in the following question:

- 1- Is the cultural-psychological alienation the reason for the weak orientation towards the skill of standing on the head or other reasons?
- 2- What is the type of relationship between cultural-psychological alienation in performing this skill?

### **1.3 Research objectives:**

- 1- Identify the levels of psychological and cultural-alienation among college students, education, sports sciences, and athletic achievement in Al-Qadisiyah.
- 2- Knowing the skilled wing of Waller students - College of Physical Education and Sports Science, University of Qadisiyah.
- 3- The relationship between alienation from cultural-psychological recognition and the skill of the situation on Waller A Q.

### **1-4 Research hypotheses:**

There is a statistically significant relationship between cultural and psychological alienation and the skill of standing on his head.

### **1-5 Research areas:**

1. The human field: second stage students / College of Physical Education and Sports Science / University of Qadisiyah.
2. Schedule: From 8/22/2017 to 12/25/2018
3. Spatial domain: Sports halls, College of Physical Education, and the Sports Science / University of Qadisiyah.

### **1-6 Definition of terms:**

Cultural - psychological alienation / one of the psychological concepts related to the personality of athletes in all sports and affects its continuity with training and competition (1).

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

### **2-1 Research Methodology:**

The researcher used the descriptive approach that suits the nature of the research problem and its objectives.

### **3-2 Society and research sample**

The researcher identified the research community with (60) male and female students from the second stage/ College of Physical Education and Sports Science/ University of Qadisiyah for the academic year 2018-2019, and the sample was chosen in a simple random way (a lot) by lottery. It included (30) students and represented 50%.

### 2-3 Methods of data collection and devices used in the research

#### 2-3-1 Data collection methods

- Note.
- Interview
- Resolution.
- Test and measurement. Form a form of cultural - psychological alienation.

#### 2-3-2 Devices used for research

Floor Movements Rug (12 x 12) m.

#### 2-4 measure of cultural-psychological alienation

The researcher used the cultural-psychological alienation scale for athletes \*) prepared by Kamel Abboud Hussein, which is a codified measure consisting of (48) positive and negative paragraphs, which were identified in six areas in the light of operational analysis, and each paragraph has five positive alternatives that gave grades (5, 4, 3, 2 1) The negative gave scores (1, 2, 3, 4, 5) and the alternatives for the answer are (strongly agree, agree, sometimes agree, disagree, strongly disagree).

The highest scale for the scale was calculated by the following  $5 \times 48 = 240$ , which represents the highest score for the scale, while the lowest score for the scale is  $1 \times 48 = 48$  because the scale is quintile.

#### Technical steps for head skill

- 1- Whoever puts the armor puts the hands on the floor with a wide chest, then extends one leg behind.
- 2- The student swings the outstretched man to the top with the ground pushed with the folded leg until the torso reaches and the outstretched leg directly above the shoulders. At the same time, the bent leg attaches the outstretched leg and the two legs are stretched together high until it becomes one straight with the pelvis and trunk with the head remaining between the hands and looking forward.

#### You rate the test

It is done by photographing the skill and presenting it to the arbitrators.

The student performs the skill of standing on the head, as each student is given two attempts, and the best attempt is calculated because each attempt gives a specific score for the student which is (10), then the mean is calculated for the two degrees.

#### 2-5. The main experiment for research

The researcher conducted the main experiment for the research on Tuesday 16/4/2019, as the researcher distributed the forms to the research sample and the paragraphs were answered by them, then the forms were collected, and then a test was made for the skill of standing on the head, then calculating the degree of learning of each student by teachers The material as the arithmetic mean is calculated for the two classes of arbitrators (teachers).

#### 2-6. The statistical means used in the research

The data has been statistically processed using the SPSS program by the following statistical means:

#### 3- Presenting, analyzing and discussing the results

Table (1) shows the correlation coefficients between the measure of cultural-psychological alienation and the skill of standing on the head

Cultural - psychological alienation	Skill		Skill
-73	1	Correlation coefficient	
.361	0	Sig. (2-tailed)	

30	30	N	
1	-73	Correlation coefficient	Cultural psychological alienation -
0	0361	Sig. (2-tailed)	
30	30	N	

Shows the arithmetic mean, the standard deviation, the calculated and tabulated value (t) of the cultural-psychological alienation scale and its relationship to the skill of standing on the head.

indication	(R) Tabular	(R) Calculated	P	s <sup>2</sup>	Variables
Not significant	-0.361	0.173	14.63223	113.9667	Alienation
			1.56690	6.1000	Skill

### Discuss the Results

Table (2) shows that the arithmetic mean value for the skill of standing on the head has reached (6.1000), while the value of the standard deviation for it (1.56690), while the mean for psychological alienation was (113.9667) and with a standard deviation (14.63223), while the calculated value (t) (- 0.173), while the tabular value (t) is (0.361) with a degree of freedom (28) and under the significance level (0.05). Since the calculated value is smaller than the tabular value, this means that there are no significant differences between cultural-psychological alienation and the skill of standing on the head for this sample. The researcher proved in this study that the cultural-psychological alienation did not affect the weak orientation towards learning the skill, and that the weak orientation towards learning the skill was caused by the failure to use an accurate and organized educational method and its inefficiency in delivering additional, accurate and rapid information to the students and not clarifying the main aspects of the skill which leads to Establishing wrong movements, and the researcher agrees with what he (Wajih Mahjoub) indicated in the information ((The availability of information on the skill will improve the ability to learn to the motor skills more than those who did not have extensive information before training)) (Wajih Mahjoub, 2001,143) .

The researcher attributes that the weak orientation towards the skill of standing on the head is caused by the instructor not using the principle of reinforcement and correcting errors that may occur during the performance, and the researcher agrees with what was confirmed (Sahira Razzak 1993, 81) the performance)). The researcher attributes the weakness of the orientation towards the skill is the difference of the students of the Faculty of Physical Education and Sports Science in the preparations and capabilities, as some students of the College of Physical Education and Sports Science need to display the skill slowly and watch it more than once in order to establish and fix the correct performance, and the researcher agrees with what he indicated (Mustafa Abdel Sami 2001, 31) ((watching and repeating with different speeds and the diversity of learning sources add vitality and a new dimension to the learning process and the student's movement from the learning atmosphere to a state of suspense and attraction towards learning)) The researcher attributes the weakness of the orientation towards skill due to the educational atmosphere of others Suitable, which leads to the learner not obtaining the knowledge and experience that helps to learn and master the skill. The researcher agrees with what he mentioned (Al-Amayrah, 200, 145) ((The student's position in educational situations or environments that she invests in order to achieve the best performance comes through her assistance in obtaining information and experiences in a scientifically studied and properly planned)).

The researcher attributes the reason for the weak orientation towards the skill because it is one of the difficult skills and needs to involve mental processes and senses during the performance, which creates a state of psychological disturbance that leads to anxiety and loss of self-confidence and lack of desire to perform the skill, and the researcher agrees with what he confirmed (Hanafi Mahmoud Mukhtar, 1980, 329) ((The player must gain confidence in the same result of continuous regular scientific training and the more successful the player in his performance, the more his confidence in himself and the better his performance)).

## 4- Conclusions and recommendations

### 4-1 Conclusions

Through the results obtained by the researcher, he reached the following conclusions:

- 1- There is an unrelated correlation between cultural-psychological alienation and the skill of standing on the head.

- 2- The teacher did not use the educational method in an accurate and organized manner, which leads to not attracting the second stage students towards practicing the skill.
- 3- The instructor's failure to use the principle of reinforcement and correcting errors that may occur during the performance leads to a weak orientation towards the skill of standing on the head.
- 4- Unsuitable educational atmosphere leads to weak skill orientation.

#### 4-2 Recommendations:

- 1- The necessity of using a good and accurate method in gymnastics to clarify and understand the skillful technique of second stage students, especially in difficult movements.
- 2- The necessity to use the principle of reinforcement because it helps to get rid of errors and improve performance.
- 3- The necessity of providing the appropriate educational environment, as it has a positive impact in the direction of skill.

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- 10- Appendix No. (1)
- 11- The shape of the measure of alienation appears in its final form and its 48 paragraphs with the instruction sheet after the analysis.

#### Dear Athlete:

Below is a measure of sports alienation. The researcher asks you to study it carefully and to answer the paragraphs of the scale, which are:

- 1- Not writing the name.
- 2- Your answer will be completely confidential and will only be seen by the researcher.
- 3- Place a tick (✓) in the field you agree to in front of each paragraph, thank you for your cooperation and for responding to the paragraphs.

Strongly Disagree	not agree	Sometimes agree	Agree	Strongly Agree	Paragraphs	No.
					I feel a lack of communication between me and other athletes	1
					I hate mixing with other athletes	2
					I feel lonely and isolated, among my fellow athletes	3
					I don't feel being with my family, even though I live with them	4

					Take advantage of sports to form social relationships	5
					Easily integrate with my fellow athletes after a long break	6
					Work on creating new relationships within the sports community	7
					I feel happy when I'm with my fellow athletes	8
					I love sports competitions and festivals because it brings me closer to athletes	9
					I hold myself when I am criticized by my coach and athletes	10
					It is hard to feel safe and comfortable these days	11
					I have the desire to rebel against mathematical values and principles.	12
					Follow the directions of the coach and sports officials	13
					I don't believe anyone who violates gameplay laws and regulations	14
					I promote sports rumors sometimes	15th
					I often miss sports training	16
					Always feel energetic and energetic	17
					I believe in the principle of apathy in training and competition	18
					I feel powerless to rely on myself in tough competitions	19
					My performance grows stronger the more important the competition	20
					I feel helpless when deciding on some situations in training and competition	21
					I work hard for long periods of time without feeling tired	22
					I do not have enough enthusiasm in training	23

					Repeated failure in competitions makes me feel frustrated	24
					I have boredom and boredom when I participate in the competition	25
					Sometimes my training is aimless	26
					My goal is to be a famous athlete in my game and at the best level of sports	27
					It is easy for me to set my training goals	28
					I live in a world that is not important to me	29
					An athlete must always stick to mathematical values	30
					I set training goals for myself to try to reach	31
					Sports competitions are a fun pastime for me	32
					I feel that everything has value in this time except man	33
					I don't care about the outcome of the competitions that I participate in	34
					There are no clear and reliable social standards in sport	35
					It is the mathematical life that dominates materialism that guides athletes	36
					I don't feel my sports value in the team and among my fellow athletes	37
					I feel my sporting life is always renewed and ready for competition	38
					I am mentally and physically fit for sports competition	39
					I feel that my sporting future is not clear	40
					Twisted methods are easier to achieve athletic success	41
					It is better for an athlete to be bold against an opponent	42

					The best competitions that show my superiority	43
					I have the ability to settle the competition for my advantage	44
					The sports culture that the athlete acquires works to solve their social problems	45
					Culture and sports are not everything in life	46
					Some officials and coaches compel me to lie to please them	47
					Enjoy good relationships with athletes who are clear in their ideas	48

Appendix No. (2)

Show the names of the arbitrators

Workplace	The scientific title	teacher's name	T
Al-Qadisiyah University/ College of Physical Education and Sports Science	Prof. Dr.	Ali Bedu	1
Al-Qadisiyah University/ College of Physical Education and Sports Science	Prof. Dr.	Hamid Nouri	2

[1] Muhammad ibn Salih al-Aqili; Alienation and its relationship to psychological security: (Master Thesis, University of Riyadh/ College of Islamic Education, p. 53, 2004)

[2] See Appendix (1).

[3] See Appendix No. (2)