

Educational program in accordance with the principles of psychological flow and its impact on positive social behavior and the development of some basic skills in field hockey

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Introduction and research problem:

The psychological flow is a psychological state in which the individual is fully integrated and the attention is focused, leading to the performance of the physical and mental aspects at full potential. (12), (16), (21), (24)

Where the results of the studies of Ahmed Kamal Nasari and Mohammed Hamdi Zaghoul (2016), 3, Magdy Hassan Yousuf (2014), (15), Joe and Frank (2001) (13), Christophe et al (2008) (8) positive correlation between the state of psychological flow and progress in performance and the desire to repeat it.

Human behavior is flexible and adjustable despite its relative stability. where positive social behavior helps in the task of protecting self-esteem, so that the individual is more confident in himself, more solid psychological and

self-efficacy and personal adequacy in the face of stressful life events, but makes the individual less vulnerable to mental and behavioral disorders, the goal In the end to be the individual's view of life is more positive, and this in turn is reflected on his mental and physical health. (11), (25)

The study of field Hockey curriculum for the fourth division racket games specialty at the Faculty of Physical Education for Girls, Zagazig University, is dependant mini-educational games to learn how to implement offensive and defensive play plans and to achieve cooperation and integration between the different play centers of the same members of the team.

By observing the field hockey curriculum for the fourth year for several years, the researchers noticed the low performance level of female students in educational games

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because of the poor quality of the passing performance between the members of the same team and misaiming on the goal, which leads to the incompleteness of the attack or failure, which affects the behavior of students towards each other where they blame each other. This may be attributed to the low performance level of female students in the basic skills of dribbling, in addition to pushing the ball, hitting the ball which is the most used skills in passing the ball, aiming at goals. (6), (19), (20), (9) (5)

Therefore, the researchers found that the development of these skills through an educational program according to the principles of psychological flow and knowledge of the impact on positive social behavior is the right prelude to learn the plans of play

And the movement of the team and its integration and the quality of the performance of educational games, which called for the researchers to carry out this study, "the impact of an educational program in accordance with the principles of psychological flow on positive social behavior and the development of some basic skills in field hockey"

Research Goal:

The aim of the research is to identify the effect of an educational program according to the principles of psychological flow in aspects of (balance of challenge and skill- integration into performance- clarity of objectives- clear feedback- concentration in performance- sense of control- loss of self-awareness- transformation of experience- positive self-experience) Positive social development and the development of some basic skills (dribbling- pushing the ball- hitting the ball) in field hockey.

Research hypotheses:

- There are statistically significant differences between the averages of pre and post measurements for the control group in psychological flow and positive social behavior and the development of some of the basic skills of field hockey and in favor of the post measurement.
- There are statistically significant differences between the averages of pre and post measurements for the experimental group in psychological flow and positive social behavior and the development of some basic skills of field hockey and in favor of the post measurement.

- There are statistically significant differences between the mean of the post measurements in psychological flow and the positive social behavior and the development of some basic skills of field hockey and in favor of the post measurement of the experimental group.
- There is a positive relationship between psychological flow and positive social behavior and the development of some basic skills of field hockey in question

Search procedures:

Research Methodology: The two experimental methods were used with experimental design for two groups, one experimental and the other one by means of tribal and subdivision measurements for both groups, in accordance with the nature of the research.

community and Research Sample:

The research community was represented in the students of the Faculty of Physical Education for Girls Zagazig University of the fourth division during the academic year 2018/2019, the number of (94) students, the sample was chosen by deliberate random

search and the number of 30 students were divided into two groups each consists of (15), One experimental and the other a control group. The researchers also excluded 20 students from the research community in order to conduct the exploratory study.

The researchers calculated the mean distribution of the research sample individuals. The values of the torsion coefficients varied between (-1.116 and 1.913) ie between (± 3) indicating that the research sample falls under the average curve in all the variables under consideration.

Data collection tools:

Technical tests:

Ball dribbling forward moving speed test for 15 m. (19: 121), test ball momentum measurement. (6: 151), ball thrust speed measurement test (6: 153), ball thrust accuracy measurement test. (5: 152), ball hitting strength with the flat face measuring test. (6: 162), hitting the ball with the flat face speed test. (6: 164), hitting the ball with the flat face accuracy measurement test. (6: 163). The reliability coefficient for the technical tests ranged between 2.60 and 4.39, which

is greater than the value of the "T" value at the level of free grade of 8 and the level of (0.05) = (2.306) indicating the validity of the tests, the stability coefficient of the technical tests ranged between 0.587 and 0.733 which is greater than "R" table value at 0.05 level and the free grade score is 18 = 0.444, indicating the stability of the tests.

Psychological Flow Meter Prepared by (Magdy Hassan Yousef) (2007)

This measure measures nine aspects: challenge and skill balance- integration of performance- clarity of objectives- clear feedback- focus on performance- sense of control- loss of self-awareness- shift of time- positive self-experience. internal consistency Validation of the terms and dimensions of the scale: The correlation coefficient values were (0.513,0.802), which gives a direct indication of the true consistency of the terms of the scale. The values of the correlation coefficients between the degrees of each dimension and the total degree ranged between (0.612,0.89) indicating the validity of the scale for it's purpose. Gauge

Stability Calculation: A statistically significant correlation between the first and second application of the total dimensions and total sum of the scale and the correlation coefficient between the scale as a whole (0.820) indicating the stability of the scale to a high degree.

Positive Social Behavior Scale: (made by The two researchers')

includes (66) sentences divided into seven categories: personal compatibility, emotional balance, perseverance, communication, altruism, cooperation, social flexibility. Calculation of the accuracy coefficient of the scale: The values of the correlation coefficients between each term and the total score of the distance between (0.6860 and 0.510) ranged from the values of the correlation coefficients between the degrees of each dimension and the total score of the scale between (0.650,0.784), which is statistically significant at 0.05, indicating the validity of the scale for it's purpose Scale Stability calculation:

The correlation coefficients ranged from (0.592,0.745) with the

Spearman-Brown equation and the "Alpha Cronbach" formula, indicating that the scale is highly stable.

Educational program using the principles of psychological flow

The purpose of the program:

The use of principles of psychological flow to develop positive social behavior and some basic skills in field hockey for fourth-year students specialized in racket games in the Faculty of Physical Education for Girls Zagazig University.

program content selection:

The content of the educational program for this study was the development of the skills of dribbling, pushing and hitting the ball with the flat face.

Program Execution Time Plan:

The program consists of (10) weeks with one unit of study per week, (45 m) and contains (12 m) warm up and physical preparation, (30 m) main part, (3 m) conclusion.

Survey study:

The researchers carried out the exploratory study during the period from 1/10/2018 to 15/10/2018 in order to find scientific coefficients and verify the validity of the tools used.

pre measurements:

The researchers carried out pre measurements from 17/10/2018 to 19/10/2018. These measurements are considered as a parity between the two research groups.

Application of the educational program:

From 21/10/2018 until 12/12/2018. The traditional program (learning by command) was applied to the control group members.

Post measurements:

The post measurements were carried out from 12/12/2018 to 13/12/2018.

Statistical treatments:

Mean- Standard Deviation- Median- Skewness- Correlation Coefficients- T.Test Ratios & Rates

View and discussion of the results:

Table (1)
The significance of the differences between the pre and the post measurements of the control and experimental group on psychological flow, positive social behavior, and skill variables

Variable	Measurement Unit	Control group				Experimental Group				"T" Value		
		pre measurement		Post Measurement		Pre measurement		Post Measurement				
Balance challenge with skill	Degree	0.22	.93	7.26	.96	*0.48	0.30	.78	7.00	.70	*9.96	
Integration into performance	Degree	0.02	.99	7.30	1.11	*0.32	0.70	1.09	7.80	1.00	*8.94	
Clarity of objectives	Degree	4.73	.88	0.17	.87	*4.21	4.70	.99	7.90	.96	*1.73	
Reversible feedback	Degree	4.77	1.12	0.02	1.04	*0.24	4.80	1.00	7.73	.97	*8.37	
Focus on performance	Degree	1.00	1.32	12.72	1.14	*7.11	1.10	1.40	10.34	1.22	*11.80	
Sense of control	Degree	0.48	1.08	7.70	.97	*4.19	0.02	1.13	8.00	1.10	*1.17	
Loss of self-awareness	Degree	4.89	.89	0.90	1.09	*0.00	4.90	.98	7.44	.88	*9.33	
Time Shift	Degree	4.88	.79	0.87	.96	*0.72	0.00	.90	7.87	.91	*1.08	
Positive self-experience	Degree	1.92	1.20	13.70	1.00	*7.23	11.00	1.11	17.20	1.01	*12.44	
Total of the scale	Degree	77.28	2.41	70.42	7.72	*11.70	78.81	2.00	83.22	1.89	*22.76	
Positive Social Behavior Scale	Degree	9.11	2.26	119.80	2.10	8.08	9.99	2.22	144.09	2.18	31.17	
Dribbling	Second	20.70	2.30	22.76	2.03	0.48	20.12	2.70	19.98	1.70	10.43	
Ball pushing	Accuracy	Degree	0.73	2.34	1.77	2.22	3.23	.70	.91	4.97	1.11	11.23
	Strength	Meter	4.44	2.20	7.81	1.06	0.20	0.31	7.00	9.11	1.70	14.00
	Speed	Second	27.07	1.38	24.77	1.12	7.84	26.00	1.73	20.73	1.11	19.20
Ball Hitting	Accuracy	Degree	7.78	1.93	11.20	1.34	7.23	8.00	1.77	17.18	1.20	18.87
	Strength	Meter	8.00	1.00	1.13	1.11	0.47	8.43	1.22	12.21	1.10	13.23
	Speed	Second	22.17	1.72	19.18	1.00	7.18	22.36	1.03	17.32	1.22	14.72

The value of "T" is the table at the level of 0.05 = 2.145 * D at the level of 0.05

Table (1) shows that there are statistically significant differences at level 0.05 between the pre and post-measurements of the control group and the experimental group in all the research variables in favor of the post-measurement of each.

The researchers attributed this to the fact that the player who lacks the positive psychological features will not be able to achieve the highest levels despite whatever level of physical and technical levels he can achieve. (20). this is consistent with what

Stephen Koehn (2013) (23) points out that the level of performance of sports players is largely influenced by their ability to control their emotions and self-confidence.

Thus, validating the first research, which states There are statistically significant differences between the averages of pre and post measurements for the control group in psychological flow and positive social behavior and the development of some of the basic skills of field hockey and in favor of the post measurement.

As the interest in strengthening and developing psychological skills leads to the integrated preparation of players to achieve the best levels of athletic performance, and the acquisition of psychological skills increases the ability of the player to cope with pressure and adapt to conditions of training and competition to achieve good performance and enjoy the

practiced activity. (2: 179), (22: 37), (1: 165), (18:25)

Thus, the validity of the second research, which states There are statistically significant differences between the averages of pre and post measurements for the experimental group in psychological flow and positive social behavior and the development of some basic skills of field hockey and in favor of the post measurement.

Table (2)
The significance of the differences between the The two Post measurements of the control and experimental groups on psychological flow, positive social behavior, and skill variables

Variable	Measurement Unit	Post Measurement for control group		Post Measurement for experimental group		"T" Value	
		pre measurement	Post Measurement	pre measurement	Post Measurement		
							Balance challenge with skill
Integration into performance	Degree	٦,٣٥	١,١١	٧,٨٥	١,٠٠	٣,٨٤	
Clarity of objectives	Degree	٥,١٧	,٨٧	٦,٩٠	,٩٦	٤,٠٢	
Reversible feedback	Degree	٥,٥٢	١,٠٤	٧,٧٣	,٩٧	٥,٨١	
Focus on performance	Degree	١٢,٧٢	١,١٤	١٥,٣٤	١,٢٢	٥,٩٥	
Sense of control	Degree	٦,٧٥	,٩٧	٨,٠٠	١,١٠	٣,٢٠	
Loss of self-awareness	Degree	٥,٩٠	١,٠٩	٧,٤٤	,٨٨	٤,١٦	
Time Shift	Degree	٥,٨٧	,٩٦	٧,٨٨	,٩١	٥,٧٤	
Positive self-experience	Degree	١٣,٦٠	١,٠٠	١٦,٢٠	١,٠١	٧,٠٢	
Total total of the scale	Degree	٧٥,٤٢	٢,٦٢	٨٤,٨٤	١,٨٩	١٠,٩٥	
Positive Social Behavior Scale	Degree	١١٩,٨٥	٢,١٥	١٤٤,٥٩	٢,١٨	٣٠,٢٤	
Dribbling	Seconed	٢٢,٢٦	٢,٠٣	١٩,٩٨	١,٧٥	٣,٢١	
Ball pushing	Accuracy	Degree	١,٧٧	٢,٢٢	١,١١	١١,٢٣٥	٣,٩٩
	Strength	Meter	٦,٨١	١,٥٦	٦,٦٠	١٤,٥٥	٣,٨٩
	Speed	Seconed	٢٤,٦٧	١,١٢	١,١١	١٩,٢٠	٩,٦١
Ball Hitting	Accuracy	Degree	١١,٢٠	١,٣٤	١,٢٥	١٨,٨٧	١٠,٣٧
	Strength	Meter	١٠,١٣	١,١١	١,١٥	١٣,٢٣	٤,٩٥
	Speed	Seconed	١٩,١٨	١,٠٠	١,٢٢	١٤,٦٢	٤,٤٢

In addition, The value of "T" is the table at the level of 0.05 = 2.145 * D at the level of 0.05

Table (2) shows statistically significant differences at the level of 0.05 between the two dimensions of the experimental and control groups in all the research variables for the benefit of the experimental group.

Catherine Breton (2005) (7) mentions that flow does not happen suddenly, but there are conditions or stages during which the psychological flow occurs - clear goals, emphasis on task, continuous training of skills, a sense of total personal control over

performance, feeling that This activity is a substantial reward, possessing high and sufficient skills for completed effectiveness.

Thus, the validity of the third research hypothesis, which states There are statistically significant differences between the mean of the post measurements in psychological flow and the positive social behavior and the development of some basic skills of field hockey and in favor of the post measurement of the experimental group.

Table (3)
Interaction matrix between the dimensions of the psychological flow meter and the dimensions of the measure of positive social behavior and the level of skill performance in Field Hockey N = 30

Psychological flow	Personal Consensus	Emotional balance	persistence	communication	Altruism	cooperation	Social flexibility	total summation	Dribbling	Ball pushing	Ball Hitting
Balance challenge with skill	+.AV4	-.510	-.513	*+.VAA	*+.5Y3	*+.AV5	*+.A1A	-.511	-.AVV	-.510	-.51Y
Integration into erformance	+.AV0	+.51A	+.513	*+.AV3	*+.5Y1	*+.5Y1	*+.5AV	+.5Y1	+.51A	+.511	+.51Y
Clarity of objectives	+.AV0	+.513	+.51A	*+.5Y3	*+.511	*+.AV3	*+.AVY	+.51Y	+.5Y1	+.5Y1	+.51A
Reversible feedback	+.AV0	+.AVY	+.A11	*+.AV0	*+.5Y5	*+.5Y5	*+.5Y1	+.AV3	+.AV5	+.AV1	+.AVY
Focus on performance	+.AV1	+.AVY	+.515	*+.5Y0	*+.501	*+.A15	*+.AV4	+.510	+.AVV	+.AV5	+.AV0
Sense of control	+.AV1	+.AV3	+.500	*+.AV3	*+.5Y1	*+.AV0	*+.AV4	+.513	+.51Y	+.51Y	+.51Y
Loss of self-awareness	+.AVY	+.513	+.51Y	*+.AV0	*+.AV0	*+.511	*+.AV1	+.51Y	+.513	+.51A	+.51Y
Time Shift	+.AVY	+.AVY	+.5Y1	*+.AV0	*+.51A	*+.AVY	+.AVV	+.5Y0	+.5Y5	+.511	+.5Y1
Positive self-experience	+.AV0	+.AV3	+.51V	*+.510	*+.AV1	*+.5Y0	+.AVY	+.5Y1	+.AVV	+.5Y1	+.5Y1

The value of the "R" table at a significant level of 0.05 = 0.361

Table (3) shows statistically significant correlations between the basic dimensions of psychological flow, the basic dimensions of positive social behavior, and the level of skill performance of the field hockey for the research sample.

As the interest in strengthening and developing psychological skills leads to the integrated preparation of players to achieve the best levels of athletic performance, and the acquisition of psychological skills increases the ability of the player to cope with pressure and adapt to

conditions of training and competition to achieve good performance and enjoy the practiced activity. (2: 179), (22: 37), (1: 165), (18:25)

Positive social relations among members of the sports group play a role in the nature of the results achieved by that group. Positive relationships helps the team achieve good results however negative social relations such as jealousy, envy and jealousy play a major role in hindering the team's progress and its failure to achieve any satisfactory outcome, regardless of the level of competence of the players. (3: 102)

Thus, the validity of the forth research hypothesis, which states There is a positive relationship between psychological flow and positive social behavior and the development of some basic skills of field hockey in question

Conclusions:

In light of the research objectives and hypotheses, the two researchers reached the following conclusions:

1 - The program according to the principles of psychological flow positively affects positive social behavior and

development of some basic skills of field hockey.

2- There is a positive relationship between psychological flow and positive social behavior and the development of some basic skills of field hockey.

Recommendations:

1- The need to use the psychological flow as one of the new helping strategies in the preparation programs for different sports, which contributes to the quality of the educational and training.

2- Conduct similar studies using programs according to the principles of psychological flow of different skills and other sports activities on other variables and samples.

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