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Psychological Resilience and Its relationship to Aggressive Behavior among Fencers

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Abstract

The research includes an introduction and emphasizes the importance of understanding and improving athletes' experience in sports as one of the main objectives. Despite the importance of physical, skill-related, and tactical aspects of the game, as well as enhancing players' performance during competitions, there are certain psychological characteristics expected to significantly impact players' performance levels in achieving better results. "Experienced athletes usually have the ability to control their physical energies and, at the same time, improve the direction of this energy." The research aims to identify the psychological readiness and aggressive behavior of the fencing national team players, as well as to determine the degree of relationship between psychological readiness and aggressive behavior among .the fencing national team players

Regarding the research methodology, the researchers employed a descriptive approach using the survey method. The research population and sample consisted of 23 fencing players from the southern provinces, and the research instruments were applied to a sample of five players from the research population. The sample underwent psychological tests.

1. Introducing the research:

1.1 Introduction and Significance of the Research:

Understanding and improving the advanced sports levels reached by athletes in all games and sporting events is the outcome and result of various efforts in which many specialists contributed and relying on applied theory that contributed to developing and improving the level of sports performance and achieving the best results in sports tournaments. (Al-Saffar et al., 2007, p24)

“Athletes with training and experience usually have the ability to realize their physical energies and also at the same time improve the direction of this energy” (Ayah Hashem et al., 2018, p. 24)

Etnan does not differ in that the sport of fencing is one of the sports whose number of fans and practitioners began to increase everywhere, and it has developed greatly as a result of the influence of regular learning and correct training and achieving this through physical and skill training only, but also through the development and development of motor abilities, because the development of perception is closely related to the building of motor skill and the raising of achievement is monitored due to the clarity of cognitive knowledge in education and the repetition of technical performance that leads to the occurrence of organic functional adaptation, that is, the development of physical components. (Abdul-Hussain et al, 2021), which is based on scientific and theoretical foundations, including applied ones, and because the game is a combat sport that requires its practitioners to engage during a fight using a tool (the sword), involuntary reactions are generated that sometimes generate psychological tendencies that result in aggressive behavior or generate psychological anxiety that affects the desired results.

It is noteworthy that some scholars believe that the practice of physical activity and the development of the individual's physical fitness affects the improvement of self-concept and its estimates and also helps to get rid of some mental illnesses, and that the practice of sports activities leads to a reduction in aggressive behavior as a means to unload energy" (Ratb, 1995: p. 197)

The variety of fencing situations and the friction caused by the nature of performance and the mistakes made by fencers cannot be adequately judged through mere observation and expressing opinions. Instead, it requires analysis, study, and measurement of situations through surveys and assessments.

The topic of psychological fluency is one of the important psychological topics that are closely related to personality through its close connection with the subject of self-confidence, which is one of the most important aspects in judging psychological fluency. He came to him and dealt with his peers, the players who were equal. (Hazem Jassim, 2009: p. 3).

Therefore, the researchers carried out a study whose importance lies in building a measure of psychological fluency in reducing or reducing violence and aggressive behavior among fencing players.

1.2 Problem of the study:

The problem of the research lies in the psychological agility and its relationship with aggressive behavior among fencing players, which negatively affects the level of achievement and the attainment of positive results. The researchers believe that repairing and promoting love, cooperation, and ethics is one way to address this problem among players in general and fencing players in particular. Due to the frequent contact and the impact of weapon force upon touch, it often causes psychological distress among fencers. This problem requires studying the psychological agility and aggressive behavior scale.

1.3 Research Goals:

1. To understand the psychological resilience and aggressive behavior of fencing athletes.
2. To explore the relationship between psychological resilience and aggressive behavior among fencing athletes.

1.4 Research Areas:

- 1.4.1. Human Field: Fencing athletes from the southern provinces.
- 1.4.2. Time Field: The period from January 15, 2023, to May 15, 2023.
- 1.4.3. Spatial Field: The Union Subsidiary Hall for Fencing.

2 – Theoretical Studies:

2.1 Concept of Psychological Readiness:

"The practice of sports requires various fundamental factors for players to engage in them, and one of the most important factors is the integration of physical, physiological, and psychological competencies.

Psychological factors have been considered important supplements in achieving high athletic performance and assisting players in adapting to different pressures they encounter during competitions. Most teams prepare for important competitions by studying models, adapting to competitive environments, adapting to playing strategies, and incorporating training and preparation for conditions that may arise during the actual competition" (Mukhtar et al., 1984: 45).

"The concept of psychological readiness is an important topic that has attracted widespread attention from researchers and scholars in various fields. Despite the importance of physical, skill-related, and tactical aspects in enhancing the performance of athletes in sports competitions, there are psychological characteristics that are expected to have a significant impact on performance level and achieving the best results" (Osama, 2004: 64).

2.1.2 Concept of Aggressive Behavior:

"It seems difficult to agree on a specific definition of aggression because it is used in multiple domains, and in each domain, it carries a meaning different from other domains. We cannot draw a clear line between aggression that we can tolerate and overcome and aggression that is necessary for our survival and the preservation of our lives, or destructive and harmful aggression. It is necessary to distinguish between the term aggression and other related terms such as anger, violence, hostility" (Hazem, 2019: p. 13).

We note that aggressive behavior in athletes can have several important reasons, including factors related to the player himself, such as his personality, emotions such as tension, fear, anxiety, and frustration, his satisfaction with his performance and self-esteem, as well as his physical and bodily capabilities, belief in his abilities, skill level, and position on the field. In addition to the role of teammates, the audience, and the coach, they have a clear and significant influence. Aggressive behavior in sports is sometimes important because it is unintentional, and its purpose is to achieve a favorable result for the team, which can have a positive impact on the team's outcome since aggressive behavior here becomes a means and not an end goal" (Arab, 2009: 142).

3 – Research Methodology and Procedures

3.1 Research Method:

The researchers will utilize a descriptive approach through the method of survey study, which is the method adopted by researchers to obtain sufficient and accurate information that reflects the social reality affecting all activities (Riyadh, 2021: p. 4).

3.2 Research Population and Sample:

Therefore, the researchers have identified the research population, which consists of the fencers who are members of the national fencing team and registered with the Advanced Fencing Union. The researchers selected a random sample for their research, consisting of 23 fencers representing a percentage of 78.2%. Additionally, 5 participants were selected for the survey experiment, representing a percentage of 21.7% of the total research sample, as they represent the observed phenomenon related to the research problem itself.

Table (1):

Descriptive Distribution of Research Population

Category	Sample Number	Percentage	Total
National Fencing Team	18	78,2%	23
Survey Sample	5	22,7%	23
Total	23	100%	23

3-3 Research Instruments Used:A laptop computer (HP brand) was used.

3 - 3 - 1 Research Tools:Sources and references in Arabic and foreign languages, as well as the international information network. Psychological Flexibility Scale (Appendix 1). Aggressive Behavior Scale (Appendix 2).

3 - 4 Psychological Measurements and Tests Used:

3 - 4 - 1 Psychological Flexibility Scale:

The Psychological Flexibility Scale was applied to a sample of tennis players on the mobile court by researcher Aya Hashem Ashour (2018) in her thesis titled "Building and Applying Psychological Flexibility and its Relationship to the Performance of Some Offensive Skills of Tennis Players on the Mobile Court." The scale consists of 48 items, as in Appendix 1.

4 – 2 Aggressive Behavior Scale:

The researchers conducted their field observations using the Aggressive Behavior Scale (Amer Saeed Al-Khaykani). They prepared a set of measurement items, totaling 10 items, which were administered during and after the matches. After correcting the items, they were presented to psychological sports experts for approval. Upon review, the items in Appendix 2 were approved.

3 – 5 Correction Method for the Psychological Flexibility and Aggressive Behavior Items:

To obtain the total score for each player in the sample, appropriate weights were assigned to the alternative items of the Psychological Flexibility and Aggressive Behavior scales. By collecting the respondent's scores on the three-point rating scale, the total score for each player was obtained. Thus, the items of the Psychological Flexibility Scale were formulated in a positive and negative direction, with positive items scored as 3, 2, 1, and negative items scored as 1, 2, 3. The Aggressive Behavior Scale followed the same approach, as shown in Table 1.

6 Scientific Parameters of the Aggressive Behavior and Psychological Flexibility Scales:

First: Validity

Validity is one of the essential characteristics to consider in testing and constructing scales. Test validity refers to the degree to which the test measures what it was designed to measure. A valid test or scale accurately measures all the phenomena it was designed to measure and does not measure anything else or add to it (Fuad, 2019, p. 7). There are several types of validity, and therefore, the researchers used face validity and construct validity.

Face Validity:

Face validity is one type of validity that is evident from the contents of the scale items and the nature of the phenomena being measured. This was determined by presenting the two scales to sports experts who answered the scale items. The self-validity coefficient was then obtained using the stability coefficient, which was 0.90.

Second: Reliability

Reliability is a fundamental element in scale development and the reliance on its results. Reliability is defined as "the accuracy in estimating the true score of an individual on the item being measured by the scale or the consistency of the individual's relationship if the same scale is used multiple times under the same conditions" (Ahmed & Fathi, 1993, p. 194). There are several methods to assess the reliability of the test, all aiming to obtain a strong correlation coefficient. In this study, the scale was applied to a sample of 4 players, and the test was repeated after two weeks, which is appropriate for test-retest reliability. The correlation coefficient was calculated to be 0.86 using Pearson's correlation coefficient.

3-7 Pilot Study:

The researchers conducted a pilot study, which represents a sample from the community called a pilot study. It served as a practical training to identify the negatives and positives encountered during the test administration in order to avoid them in the future (Mandlawi, ...). The pilot study was conducted on March 15, 2023, with a sample consisting of 4 players outside the research sample but within the research community.

3 - 8 Main Experiment:

The main experiment was conducted on a sample of 18 players representing the fencing team, who constitute the research community. It took place on April 5, 2023. The research questionnaires were distributed, and the responses were obtained based on scientific principles.

3 - 9 Statistical Methods:

The statistical package for social sciences (SPSS) was used for data processing, including mean, standard deviation, and Pearson correlation coefficient (Munib, 2022, p. 228).

4 - Presentation, Analysis, and Discussion of Results:

4 - 1 Presentation and Analysis of Means, Standard Deviations, and Correlation Coefficient:

The researchers presented in Table 2 the means, standard deviations, and simple correlation coefficient for the results of the research sample on the Psychological Flexibility and Aggressive Behavior scales.

Table 2:

Shows the mean, standard deviation, and correlation coefficient (R) values for the research results.

Research variables	Mean	Standard deviation	Correlation coefficient (R) value	Significance
Psychological resilience	55,2	5,003	0,631	Significance
Aggressive behavior	10,9	1,221		

The calculated correlation coefficient value is greater than its critical value of 0.159 at a degree of freedom of 16, with a significance level of 0.05.

It is evident from Table 1 that the mean score for psychological resilience in the research sample is 55.2 with a standard deviation of 5.003. On the other hand, the mean score for aggressive behavior in the sample is 10.9 with a standard deviation of 1.221. The simple Pearson correlation coefficient between the results of applying both scales is 0.631, which is greater than the critical value of 0.159 at a degree of freedom of 16 and a significance level of 0.05. This indicates a significant negative correlation between psychological resilience and aggressive behavior in the research sample, suggesting that as psychological resilience increases, aggressive behavior decreases, and vice versa.

4-2 Discussion of the Results:

The researchers attribute the association between good behavior in players, whether in training or competition, and higher psychological resilience to the control of emotions, absence of fear and anxiety symptoms, and the ability to handle pressure and control oneself. They also emphasize the importance of cooperation, achieving goals, and the real motivation for success. (Alawi, 2009: p.12)

"Our determination results from the harmony between innate and educational traits, control over violence, self-discipline, and the ability to handle stressful situations, leading to mental balance, optimal energy, and psychological well-being." (Arab, 2009, p.140)

Our observation of the research sample during the tests showed a higher level of balance and stability, as they exhibited a sense of high energy. This was reflected in their determination and enthusiasm in competition to achieve victory, distancing themselves from any aggressive behavior or inappropriate actions.

5– Conclusions and Recommendations

5–1 Conclusions:

- 1– The results indicate a significant correlation between the two research scales.
- 2– The fencers of the national team showed high psychological resilience, which reduced their aggressive behavior and increased their motivation for achievement in competition.
- 3– The high optimal energy of the players reduced their aggressive behavior, indicating a statistically significant negative relationship between body image and body height in the study sample. The lower the height, the higher the level of shyness towards body image.

5–2 Recommendations:

- 1– The possibility of using the standardized scales in the current research by coaches to measure psychological resilience and aggressive behavior.
- 2– Conduct similar studies on different age groups covering the aspects of the current study.
- 3– Direct training efforts towards psychological aspects, particularly psychological resilience and aggressive behavior.

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Appendix (1)

psychological Resilience Scale

Sections	Agree	Neutral	Disagree
have the ability to cope with the pressures of training and competition.			
have the ability to isolate my thoughts during training and competition.			
have the ability to control my emotions despite strong competition.			
make many mistakes due to lack of concentration.			
doubt my abilities when facing a strong competitor.			
remain calm when facing difficult situations.			
continue to succeed despite experiencing failure.			
stress causes me to make many mistakes.			
accept difficult referee decisions.			
My performance is characterized by accuracy.			
achieve my best performance in important competitions.			
feel anxious during competition.			
enjoy important competitions.			
Competition causes me to lose focus.			
am concerned about other people's opinions.			
it is easy to distract me during competition.			
feel a lack of focus in certain competitive situations.			
Competition makes me feel tense.			
have the ability to control myself.			
find it difficult to master tennis skills.			
adapt to competition conditions.			
am worried about public criticism.			
feel fearful of a large audience.			
eagerly await competition.			

have difficulty controlling my emotions when opponents provoke me.			
have a high level of self-confidence.			
have difficulty regaining focus.			
The presence of important people makes me feel tense.			
feel anxious during easy competition.			
lack precision in skill performance in important competitions.			
strive to achieve my goals despite the pressures of competition.			
pay close attention to the movements of the competitors.			
feel that my concentration is weak at the beginning of competition.			
fear failure in achieving my goals.			
Competition brings me pleasure.			
lose my composure due to losing a competition.			
find it difficult to perform during competition.			
make frequent mistakes in important competitions.			
fear losing my ability to concentrate during competition.			
feel reluctant to participate in competition.			
act quickly in difficult situations during competition.			
lose control of my emotions during competition.			
don't fear being surpassed by a competitor during a competition.			
have a high level of focus during performance.			
feel stomach contractions before a competition.			
control my emotions despite losing a competition.			
fear being defeated by weaker competitors.			
know exactly what I want to do.			
feel complete control over what I do during competition.			

Appendix (2)

Aggressive Behavior

N.	Sections	Agree	Neutral	Disagree
	am ready to honestly and faithfully answer all questions.			
	feel relieved when I smell those I dislike.			
	wish to see those who compete with me to get something out of it.			
	wish to take revenge against those who harm me.			
	wish to hit the person who refuses to help me, and I hope to take revenge against them.			
	respond to an attack with an even bigger attack.			
	start hitting when I feel a fight coming on.			
	if I don't fight, I won't get my rights.			
	when things go against me, I hit the opponent hard.			
	get angry over the smallest annoying things.			
	believe that hitting and attacking are qualities of a winner.			
	get upset quickly if people don't believe me when I tell the truth.			
	don't apologize to my competitors, no matter the circumstances.			
	insult the audience when they speak words that irritate me.			
	feel that people complain about my actions.			
	people help each other to exchange their interests.			
	speak forcefully with those who bother or provoke me.			
	speak harshly to others when they don't understand me.			
	if someone insults me, I respond in kind.			
	a sharp tongue makes others fear me.			

	ponding kindly to the insults of others reforms			
	bel against people I hate.			
	fuse to let a colleague be preferred over me by rior.			
	nd to object a lot.			
	out at home for the smallest reasons when I'm			
	my hands hard against anything nearby if I ma ake in a specific situation.			
	nish my opponent's reputation in front of others			
	gue harshly with my coach when I disagree with			
	fuse to shake hands with the opponent after I lo			
	el that being aggressive in fencing makes other ers fear me.			
	fuse to help my competitor when they are injure			
	vy my teammate when they make more touche			
	ok for players' mistakes to undermine them and l.			