



مجلة جامعة ذي قار لعلوم التربية البدنية

مجلة علمية محكمة تصدرها كلية التربية البدنية وعلوم الرياضة



The effect of a mental health counseling program on social adaptation and emotional intelligence among volleyball players

Anas Abdel Sattar Eid¹, Saif El-Din Daham Awad²

^{1,2} Ministry of Education / General Directorate of Education of Anbar

anas83sa@gmail.com

ranera4050@gmail.com

Article history:

Published online: 20/6/ 2025

ABSTRACT

Keywords:

mental health, social adaptation, emotional intelligence, counseling programs, volleyball.

1- Preparing exercises with the Edwards TRIMP model to develop some of the physical This research aims to investigate the impact of a psychological counseling program on the development of social adaptation and emotional intelligence among volleyball players . A counseling program consisting of (12) sessions based on the realistic treatment method was prepared, aimed at addressing psychological problems that hinder adaptation and emotions in players. The researcher used the experimental approach in the method of two equivalent groups (experimental and control) with two measurements before and after, and applied the tools of measuring social adaptation and emotional intelligence that were verified for validity and stability. The sample included (15) players from Hit Sports Club were randomly distributed. The results showed significant differences in favor of the experimental group in the post-test, which indicates the effectiveness of the counseling program in improving social adaptation and developing emotional intelligence. The researchers recommended the application of this type of program within sports clubs as part of the overall psychological preparation of players.

1-1- Introduction to the research and its importance:

Mental health is one of the main pillars in building the personality of an integrated athlete, as it directly affects his ability to interact with life pressures and sports competitions, and also contributes to controlling his psychological and emotional balance, which reflects positively on his behaviors and social communication inside and outside the sports environment. Hence, attention to the mental health of athletes has become an integral part of the overall training process, especially with the growing challenges they face both in training and during tournaments.

Social adaptation is one of the most prominent indicators of psychological balance, as it expresses the individual's ability to interact positively with others, engage in sports and social groups effectively, and overcome daily obstacles and pressures smoothly. Achieving this adaptation requires a high level of psychological maturity, the ability to control emotions and understand oneself and the other, aspects that fall within the scope of what is known as "emotional intelligence."

Emotional intelligence is a relatively recent concept in sports psychology, and refers to the ability of the individual to perceive his emotions and the emotions of others, organize these emotions and employ them in different contexts effectively, which is an important factor in the success of athletes at the personal and collective levels, especially in team games that require interaction and harmony between team members.

Since the category of volleyball players is one of the groups that face various pressures within the training and competitive environment, there is a need to adopt counseling programs aimed at enhancing their mental health, because of their role in developing coping skills and emotional intelligence. Hence the idea of this research, which seeks to reveal the impact of a psychological counseling program in the development of social adaptation and emotional intelligence among volleyball players, in an effort to prepare them psychologically in an integrated manner that contributes to enhancing their sports performance and social.

1.2 Research problem:

Volleyball players, like other athletes, go through a range of psychological and social challenges, ranging from the pressures of competition, problems coping with colleagues, and dealing with emotions inside and outside the team. The researcher has noticed through his field experience and his experience with the players that there are manifestations of poor social adaptation, such as isolation or reluctance in group interaction, in addition to low skills to regulate emotions and control

emotions, which affects the overall performance of the individual and the team, and in light of the importance of mental health in supporting these aspects, the question arises Next:

What is the impact of the mental health counseling program on social adaptation and emotional intelligence among volleyball players?

1.3 Research objectives

The research aims to:

1.3.1 Preparation of a psychological counseling program for the mental health of volleyball players .

1.3.2 Preparation of social adaptation and emotional intelligence scales for volleyball players.

1.3.3 Identify the impact of the mental health counseling program on the social adaptation and emotional intelligence of volleyball players.

1-4- Imposing Research:

The mentoring program in mental health has a positive impact on the development of social adaptation and emotional intelligence of volleyball players .

1.5 Research areas:

1-5-1 Human field: Hit Sports Club volleyball players for the season (2023-2024), numbering (15) players.

1.5.2 Time Range: For the period 10/9/2023 to 15/4/2024.

1.5.2 Spatial area: The indoor sports hall at the Hit Youth Sports Forum in Anbar province.

1.6 Definition of terms

1.6.1 Mental health: It is the state in which the individual has a balanced psychological ability that qualifies him to face the pressures of daily life and deal with them flexibly, with the world feeling satisfied with himself and the social relations surrounding him. (Alhassan, 2018:45)

1.6.2 Social adaptation: It is the psychological process through which an individual adapts his behaviors and social relations in line with the requirements of his sports and social environment, and ensures that he achieves positive and stable communication with others within the framework of the team and society (Sharif, 2015: 112)

1.6.3 Emotional intelligence: It is the ability to perceive the subjective emotions and emotions of others, understand their implications, control them and employ them in directing thinking and behavior in a way that contributes to achieving psychological balance and improving social relations and skill performance.(Al-Ali, 2019:78)

2.1 Research Methodology

The researchers used the experimental approach in the style of the experimental and control equivalent groups with pre- and post-test, in order to find out the impact of the independent variable on the dependent variable, as the independent variable (guidance program) is applied to the experimental group while the control group is left without a program.

2.2 Research community and sample

The research community was identified with volleyball players of the Hit Sports Club in Anbar Governorate for the season 2023-2024, numbering (15) players, and the research sample was selected by a comprehensive inventory method from the research community, and they were distributed into two control and experimental groups in a simple random way (lottery) by (8) players for the experimental group and (7) players for the control group, and the homogeneity and equivalence processes were found for the two research groups.

2.2.1 Survey sample

It included (5) players from Hit Sports Club in volleyball for the exploratory experiment and they were randomly selected.

2.2.2 Application sample

It included (15) players from the Hit Sports Club volleyball players, with a percentage of (100%) from the research community.

2.3 Tools, means and devices used in research

They are the tools and means through which researchers can collect data, record them and draw conclusions to solve problems related to their field of research.

Among the research tools and the means of collecting information that the researchers will use are:

1- Research methods, including:

- Observation.
- Questionnaire.
- Personal interviews.
- Arab and foreign sources and references.
- Auxiliary Team

- Electronic calculator type (Acer) Chinese origin number (1).
- Volleyball court.
- Stationery, papers and pens.

2.4 Field research procedures

2.4.1 Social adaptation scale

To achieve the objectives of the current research, the researchers reviewed a number of measures related to social adaptation and found that the scale (Karrar Muhammad Mohsen).(Twig, 2014) is the most suitable for research, which originally consists of (4) areas that include (43) paragraphs, the first area is the player's relationship with his colleagues and the number of paragraphs (16) paragraphs, the second area is the player's relationship with the coach and the number of paragraphs (12) paragraphs, the third area is the player's relationship with the club's management and the number of its paragraphs (12) paragraphs, the fourth area is the player's position on tournaments and social activities and from himself and the number of paragraphs (3) paragraphs, and the triple gradient of the scale has been adopted: ((Yes (3) degrees - between (2) degrees - no (1) degrees)) for the positive paragraphs, and its opposite for the negative paragraphs, as the total degree of the scale ranges from (43-129) degrees.

2.4.2 Emotional intelligence scale

To achieve the objectives of the current research, the researcher reviewed a number of measures related to emotional intelligence and found that the scale (**Shaima Karim Al-Moussawi**).(Al-Moussawi, 2021: 55) is the most suitable for research, which originally consists of (4) areas comprising (43) items, distributed as follows:

- The first field: **self-awareness and its relationship to emotion** and the number of paragraphs (12) paragraphs.
- The second area: **emotional organization and emotional control** and the number of paragraphs (11) paragraphs.
- The third area: **empathy** and the number of paragraphs (10) paragraphs.
- The fourth area: **social and emotional skills** and the number of paragraphs (10) paragraphs.

The triple gradient of the scale was adopted (yes" (3 degrees) – "to some extent" (2 degrees) – "no" (1 degree)) for the positive paragraphs, and vice versa for the negative paragraphs, so the total score of the scale ranges from (43-129) degrees.

2.4.3 Scientific foundations of the scale of emotional intelligence

2.4.3.1 Validity of the scale

Honesty is one of the important basic indicators and concepts in the evaluation of measurement tools, and the researcher has relied on virtual honesty in finding honesty, as the virtual honesty of the test was calculated by presenting it to experts and specialists, and all the axes of the two scales and their phrases obtained the

approval of all arbitrators through the statistical significance of the chi-box between the approvers and non-approvers.

2.4.3.2 Scale stability:

The researchers relied in calculating the stability of the scale on the method of half segmentation, as it is one of the most used methods in educational and psychological research to find the stability coefficient because it requires the application of the test only once, and is characterized by economic effort and time. This method depends on breaking the test whose stability is required to be set into two equivalent parts after applying it to one group, and there are several ways to split the test. The first half of the test may be used versus the second half, or odd-numbered questions may be used versus even-numbered questions. .(Abdul Rahman, 1983: 203) The researcher relied on the data of the members of the basic sample of (15) players, as the paragraphs of the two scales were divided into two halves, odd paragraphs and even paragraphs, and then extracted the correlation coefficient between the total degrees of the two halves for the paragraphs of the two scales using the Pearson method and the mediation of the statistical bag (Spss), as the correlation coefficient extracted means stability for half of the test only, and in order to obtain the stability of the entire test applied Spearman-Brown equation, has been shown that the two scales are characterized by a high degree of stability, has The stability coefficient values show that they are high indicators of test stability.

2.5 Mentorship Program

2.5.1 Indicative programme planning

The researchers identified a model (planning, programming, budget) as a system for program planning, as this type of administrative methods is effective in program planning as it seeks to reach the maximum effectiveness and benefit at the lowest costs.

His steps are summarized as follows:.(Jubouri, 2010:139)

- Identify needs.
- Selection of priorities.
- Selecting and writing goals.
- Finding programs and activities to achieve the goals.
- Program evaluation.

2.5.2 Program preparation steps

Since the current research aims to find out the impact of the counseling program for mental health in social adaptation and emotional intelligence among volleyball players, as a program should be prepared that suits the nature of this research and its own purposes in guidance and guidance, and for this the researchers followed the system (planning, programming, and budget) one of the effective methods in planning, which seeks to reach the maximum effectiveness and benefit at the lowest costs.

The steps to plan for the mentoring program based on this system are

First: Identify needs:

It is the cornerstone of the planning process as the needs of the players or group to be served have been identified, and the mentors should carry them out and know the basic vocabulary on which they are based in formulating the objectives of the program.

To determine the needs of the sample members of the sample relied on a number of data to formulate the subject of the guidance sessions as follows:

- The results of the social adaptation and emotional intelligence scales that were applied to the final application sample consisting of (15) players, then the weighted mean and percentage weight were calculated for each paragraph.

Second: Setting Priorities:

- The priorities of work in the indicative program were determined in the light of the order of the paragraphs of the two scales ascending according to the weighted mean and their percentage weight, as it was found that all paragraphs got a greater degree than the weighted mean mentioned for social adaptation, and this means that the problem exists when the players in all areas of the scale and its paragraphs without exception.

- The priorities of work in the guidance program were determined in the light of the order of the paragraphs of the two scales ascending according to the weighted mean and their percentage weight, as it was found that all paragraphs got a greater degree than the weighted mean mentioned for emotional intelligence, and this means that the problem exists when players in all areas of the scale and its paragraphs without exception.

Third: Setting Objectives:

The objective of the counseling program is to achieve social adaptation and emotional intelligence in volleyball players, and then other sub-goals according to the needs that have been prioritized.

Fourth: Finding programs and activities to achieve the goals:

To achieve the objectives of the counseling program, the researchers relied on the realistic treatment method and used the content of the guidance program from the following literature and sources:

- 1- Previous studies in which guidance programs were adopted to modify the attitudes of players to benefit from them in achieving the purposes of the current research.
- 2 - Special literature related to the needs, goals and activities appropriate to the nature of the study and the material and human possibilities available in the club, and accordingly the strategies for the realistic treatment method were determined.

Fifth: Program Evaluation:

For the purpose of verifying the guidance program, especially in achieving the objectives for which it was prepared, the researcher resorted to the following procedures:

- **Initial calendar**

It was conducted before the implementation of the mentoring program, which is represented by the pre-test.

- **Structural Calendar**

During the implementation of the program, periodically through:

- Continuous follow-up of the players and know the extent of benefit from the information contained therein and its effectiveness in practical application.
- Direct and indirect questions and knowledge of the expectations and suggestions of the players to evaluate themselves and their group in the guiding process and for the counseling session.
- It was implemented at the end of each session and with this step the decision was made about continuing the implementation of the current program to give it positive results.

- **Final (Final) Calendar**

At the end of the guidance program, and through a balance in the post-test to observe the impact of the independent variable, which is the guidance program, in modifying the behavior of the players and the extent of their ability to cause social adaptation and emotional intelligence among volleyball players.

2.5.3 Steps to prepare the mentorship program

After the researchers took the previous steps, he prepared a counseling program in its initial form based on the theory of realistic therapy, in addition to benefiting from the theories that dealt with the concept of social adaptation, emotional intelligence, counseling programs and previous studies related to the current research topic in preparing the contents of the counseling sessions, and after designing the program in its initial form, the researchers consulted a number of experts in the field of educational and psychological counseling to express their opinions as follows:

- Knowing the validity of the guidance program in modifying the behavior of volleyball players.
- The validity of the realistic counseling method used.
- The validity of the content of the sessions and the behavioral goals.
- Agreement on the establishment of (12) sessions to consider table (7) the time of each session (35) minutes.
- Any additions or modifications enrich the guided program.

2.5.4 Application of the mentoring programme

- 1- The guidance program was implemented in a group guidance manner on volleyball players.
- 2- Allow players to express their opinions and positions during the counseling session in order to modify their behavior.
- 3- The session was moderated in a realistic treatment method.
- 4- Introduction and positive arousal by the mentor.
5. Submit a question from reality.
- 6- Effectiveness and fun in order to create an atmosphere of fun and pleasure.
- 7- Repeating what was learned in the previous session and benefiting from it.
- 8- Emphasize homework and self-evaluation of the players themselves.
- 9- The guidance program was implemented on the players of the experimental group, as the sample of the program was determined by selecting (5) players because they have the same psychometric characteristics as the rest of the players.
- 10- (12) guidance sessions have been identified, and the time of each session takes (35) minutes, and the sessions were implemented on (Sunday and Wednesday).
- 11- During the counseling session, the mentor presented some of the exciting scenes of offensive skills that are characterized by positive attitudes that help the mentors in the game of volleyball and to develop familiarity between them.
- 12- Conducting the post-test on the last day of the implementation of the mentoring program (closing session)

2.5.6 Counselling sessions

To achieve group counseling sessions with members of the experimental group, the counseling program was applied.

2.5.7 Main experience

The researchers applied the program after the program became ready in terms of setting priorities and needs began to apply it to the research sample of (15) players representing the sample of preparation for the purpose of completing its preparation and for the purpose of conducting the post-test for it.

2.5.7.1 Pre-test

"In experimental research, performance is measured before embarking on the application of the experiment and the purpose is to determine the degree of initiation to measure the initial performance, and such measurements are usually called pre-test tests, and then the independent variable is applied to the sample members and after the period of learning or training is re-tested under the same conditions and this test is called post-test (Post-Test).), that the difference between measurements or tests before and after (dependent variable) is due to the result of using the independent variable (guidance program, for example), so the rate of improvement is by extracting the difference between the pre- and post-tests.(Khiun, 2002: 41) The pre-test was conducted on the members of the research sample by distributing

questionnaires for measuring social adaptation and then emotional intelligence on (Tuesday) 29/9/2023 in the sports hall.

1-5-8 Application of the Mentorship Program

1- The researchers chose to implement the counseling program on the research sample (volleyball players) in a group counseling manner, due to the time factor, common problems, close and homogeneous ages, and the interaction that occurred between the guide and the guide.

2- The researchers hosted, through the counseling sessions, a group of specialists in the field of counseling and psychological guidance.

3- The indicative program was determined by (12) counseling sessions, the duration of one session is (35) minutes.

4- Two days (Sunday and Wednesday) of each week were set for the implementation of the sessions, and the first session was on Sunday 18/10/2023 and the last session was on Wednesday, 25/11/2023.

2.5.9 Post-test

After completing the guidance sessions, the researchers conducted the post-test on the members of the research sample from the experimental and control groups, where the forms for measuring social adaptation and emotional intelligence were distributed on Sunday, 11/29/2023, and the researchers took into account the test in the same way in which the pre-test was conducted and under the same conditions for the experimental and control groups, i.e. the same place and time, after that, the post-test and the pre-test were compared between the experimental and control groups.

2.6 Statistical Methods

To achieve the objectives of the research, the researchers used the statistical bag (SPSS) in finding the results

3. Presentation, analysis and discussion of results

The (T.test) test has been used for correlated and independent samples to find out the significance of the differences of the arithmetic means between the control and experimental groups and between the pre- and post-test, and to verify the impact of the counseling approach on social adaptation and emotional intelligence among the members of the research sample.

Through the statistical results obtained, the researchers had a sufficient amount of data on the results of the field experiment carried out on the experimental group, the results indicated that there were significant differences between the pre- and post-tests of the research variables under study, and they were interpreted by the researchers, as the results showed that there is tangible progress among the members of this group in social adaptation and emotional intelligence, and these

results were presented to clarify them based on theoretical concepts, studies and previous research, and to the researcher's simple experience.

3-1 Presentation, analysis and discussion of the results of the two research groups in pre- and post-tests in social adaptation and emotional intelligence

After analyzing the results of the research using the ready-made computer system, the researchers reached the following:

3.1.1 Presentation, analysis and discussion of the results of the control group in the pre- and post-tests in social adaptation and emotional intelligence

Table (1)

between the arithmetic mean, standard deviation and calculated t-value between the pre- and post-tests of the control group in social adaptation and emotional intelligence.

Significance	Sig	Value of t	Post-Test		Pre-test		Unit of measurement	Skills	t
			on	Going to	on	Going to			
Immoral	0.098	1.74	7.96	85.911	6.87	83.58	degree	Social adaptation	1
Moral	0.000	5.01	8.654	61.742	9.78	60.85	degree	Emotional intelligence	2

It is clear from Table (1) that the value of the arithmetic mean of social adaptation in the pre-test (83.58) with a standard deviation of (6.87), while in the post-test the arithmetic mean reached (85.91) with a standard deviation of (7.96) and the value of (sig) was (0.098), which is a value greater than (0.05), which indicates that there are no significant differences between the pre- and post-tests.

The arithmetic mean of the emotional intelligence scale in the pre-test was (60.85) with a standard deviation of (9.87), but in the post-test the arithmetic mean reached (68.74) with a standard deviation of (8.65) and the value of (sig) was (0.000), a value smaller than (0.05), which indicates significant differences between the pre- and post-tests.

3.1.1.1 Discuss the results of the control group in the pre- and post-tests in social adaptation and emotional intelligence

The results of the control group showed stability in the degrees of social adaptation between the pre- and post-tests, where the arithmetic mean increased from (83.58) to (85.91) with two standard deviations of (6.87) and (7.96) respectively, which indicates that there are no statistically significant differences.

- This stability reflects that the external factors exposed to the control group during the research period were not sufficient to influence the coping skills of individuals, which proves the balance and reliability of the social adaptation scale used.
- This is consistent with the findings of previous studies (Al-Obaidi et al., 2017) that confirmed the stability of the degrees of social adaptation of control groups when re-measuring after a short period without guidance or training intervention. (Obaidi, 2017:101)

Unlike social adaptation, the scores of emotional intelligence in the control group recorded a strong moral difference, as the arithmetic mean increased from (60.85) in the tribal to (61.74) in the dimensional, with a standard deviation slightly less from (9.78) to (8.65), this rise can be explained - despite the fact that the control group was controlled, as the players' exposure to the scale questions the first time made them more aware of their emotions and the tools of organizing them when applying the scale for the second time.

- Interactions in the training environment and informal team discussions during the time period may also have a role in enhancing some aspects of emotional intelligence without formal intervention, which is consistent with Al-Ali's (2019) observations on the impact of the social environment on the development of emotional control in players. (Obaidi, 2017:101)
- The existence of these differences despite the absence of pilot intervention indicates that this should be taken into account when designing future research, and dealing with it through the use of alternative control groups or a morphological scale that minimizes the impact of repeat measurement. This distribution of scores highlights the stability of social adaptation versus the observed change in emotional intelligence in the control group, which supports the need to analyze external factors and the reliability aspect of normal measurement practices.

Studies emphasize the importance of ensuring the validity and stability of the tools, and the need to design research procedures that ensure control of the effects of repetition and previous tests to ensure that the impact of the real intervention of the mentoring program is isolated.

3.1.2 Presentation, analysis and discussion of the results of the experimental group in the pre- and post-tests in social adaptation and emotional intelligence

Table (2)

Shows the arithmetic mean, standard deviation and t-calculated value between the pre- and post-tests of the experimental group in social adaptation and emotional intelligence.

	Sig		Post-Test	Pre-test		Skills	t
--	-----	--	-----------	----------	--	--------	---

Significance		Value of t	on	Going to	on	Going to	Unit of measurement		
Moral	0.000	9.35	6.15	89.52	7.36	84.21	degree	Social adaptation	1
Moral	0.000	7.32	8.462	69.325	9.478	61.28	degree	Emotional intelligence	2

From Table (2) the arithmetic mean of social adaptation in the pre-test was (84.21) with a standard deviation of (7.36), while in the post-test the arithmetic mean reached (89.52) with a standard deviation of (6.15) and the value of (sig) was (0.000), a value smaller than (0.05), which indicates that there are significant differences between the pre- and post-tests and in favor of the post-test.

The arithmetic mean of the skill of emotional intelligence in the pre-test (61.28) and a standard deviation of (9.48), either in the post-test has reached the arithmetic mean (69.33) and a standard deviation of (8.46) has been the value of (sig) (0.000), a value smaller than (0.05), which indicates that there are significant differences between the pre- and post-tests and in favor of the post-test.

3.1.2.1 Discussion of the results of the experimental group in the pre- and post-tests in social adaptation and emotional intelligence

The results of the experimental group showed a clear development in the skill of social adaptation after the application of the counseling program, as the arithmetic mean increased from (84.21) with a standard deviation (7.36) in the pre-test to (89.52) with a standard deviation of (6.15) in the post-test, which indicates statistically significant differences in favor of the post-test, and this improvement is explained by the fact that the counseling program focused on developing communication skills between players and enhancing group belonging through interactive activities, such as group exercises and solving common problems, which helped to build greater confidence. This finding is consistent with previous studies in the Iraqi sports context, such as Al-Sharif's (2015) study that confirmed the effectiveness of mentoring interventions in raising the degrees of social adaptation among team players, (Al-Sharif, 2015: 112) and Al-Obaidi et al. (2017) that highlighted the role of group psychological exercises in improving relations between players and integrating them into the sports environment (Al-Obaidi, 2017: 112).

The emotional intelligence scale of the experimental group recorded a significant increase after the program, as the arithmetic mean increased from (61.28) with a standard deviation (9.48) in the pre-test to (69.33) with a standard deviation of (8.46) in the post-test, this increase is attributed to the training axes for controlling and regulating emotions, such as sessions to recognize emotions and

strategies for dealing with them (cognitive reframing - guided breathing training), and workshops that used motor acting exercises to respond emotionally appropriate to play situations, this result supports what Al-Ali reported (2019) On the ability of systematic psychological programs in developing the emotional intelligence of volleyball players.(Al-Ali, 2019: 78) As well as what Al-Mousawi (2021) found a positive relationship between organized training in self-awareness and emotional regulation and high scores of emotional intelligence.(Moussawi, 2021:55)

The moral differences in both social adaptation and emotional intelligence indicate the synergy of the mentoring program in developing both the social and emotional aspects, which enhances the holistic mental health of players. A player who improves his understanding and organization of his feelings has a greater ability to communicate effectively and form positive relationships within the sports environment, which in turn is reflected in the quality of social adaptation, and these results confirm the feasibility of adopting this counseling program in sports centers and clubs, because of its double impact on aspects Researchers advise incoming researchers to use longitudinal designs to measure the long-term sustainability of these improvements, as well as testing the program with other teams and sports to deepen conclusions.

3.1.3 Presentation, analysis and discussion of the results of the two research groups in post-tests in social adaptation and emotional intelligence

Table (3)

Shows the arithmetic mean, standard deviation and t-calculated value between the experimental and control groups in post-tests in social adaptation and emotional intelligence.

Significance	Sig	Value of t	Experimental Group		Control group		Unit of measurement	Skills	t
			on	Going to	on	Going to			
Moral	0.000	6.24	6.15	89.52	7.96	85.911	degree	Social adaptation	1
Moral	0.000	3.55	8.462	69.325	8.654	61.742	degree	Emotional intelligence	2

From Table (3) the arithmetic mean of social adaptation in the post-test of the control group was (85.91) with a standard deviation of (7.96), while for the experimental group in the post-test the arithmetic mean was (89.52) and a standard deviation of (6.15) and the value of (sig) was (0.000), a value smaller than (0.05),

which indicates that there are significant differences between the two groups and in favor of the experimental group.

The arithmetic mean of the skill of emotional intelligence for the post-test of the control group (61.74) and a standard deviation of (8.65), either for the experimental group in the post-test has reached the arithmetic mean (69.325) and a standard deviation of (8.46) has been the value of (sig) (0.000), a value smaller than (0.05), which indicates the existence of significant differences between the two groups and in favor of the experimental group,

3.1.3.1 Discussion of the results of the control and experimental groups in the post-tests in social adaptation and emotional intelligence

The significant difference between the two dimensional groups in favor of the experimental group indicates the success of the mentoring program in enhancing the social adaptation skills of volleyball players. The increase in the average from (85.91) in the control to (89.52) in the experimental reflects the effectiveness of directed activities, such as group confidence-building exercises and solving common problems within the team, this improvement is attributed to the interactive design of the program, which integrated social learning practices such as evaluative representation among colleagues, which contributes to enhancing the players' ability to adapt to The requirements of the sports and social environment, and this result supports the findings of Al-Sharif's (2015) study on the role of organized psychological interventions in raising the degrees of social adaptation of team sports players.(Sheriff, 2015:112)

Although the control group experienced some increase, the large average difference between the two dimensional groups clearly indicates that the axes of controlling emotions, recognizing them, and reframing them within the program added real value that cannot be explained by the previous test. The average increased from (61.74) to (69.33).The program relied on advanced exercises in emotional regulation such as cognitive reframing technique and emotional coping exercises, which enabled players to use effective strategies to manage anger and tension during matches, and these results are consistent with Al-Mousawi (2021). (Al-Moussawi, 2021:55) and Al-Ali (2019) (Al-Ali 2019:78), who confirmed it in their research on the impact of systematic training of emotional intelligence in improving individual and collective performance in team sports.

The apparent differentiation of the experimental group in both variables reflects **the synergy** between social adaptation and emotional intelligence; a player with more effective emotional control tools is better able to engage positively with his colleagues, and vice versa, and this integration supports the idea that integrated mental health requires addressing both emotional and social aspects, not a separate priority.

The results confirm the feasibility of applying the counseling program in clubs and training centers, not only as theoretical sessions, but as an integral part of the periodic training schedule, it is recommended to include weekly psychological counseling units in team programs, with periodic follow-up of emotional intelligence through proactive measures to preserve gains.

Conclusions and recommendations

4.1 Conclusions

- 1- The counseling program has an impact on the development and mental health of volleyball players.
- 2- The counseling program prepared has a positive impact on the development of social adaptation according to the techniques and methods used for volleyball players.
- 3- The counseling program has a positive impact on the development of emotional intelligence according to the sessions it guarantees to volleyball players.
- 4- The counseling program prepared affects the solution of psychological problems suffered by players, especially in the therapeutic aspect of volleyball players, according to the sessions included in the counseling program when applied.

4.2 Recommendations

- 1- Using counseling programs to facilitate the work plan of researchers and coaches to build and prepare special programs concerned with the psychological preparation of all age groups of athletes.
- 2- Searching for the causes of psychological problems and their source in line with the player's sports environment and according to its specificity during planning for building guidance programs and determining their scientific priorities.
- 3- Planning counseling programs by those interested in the field of physical education and psychology in order to provide assistance to players who suffer from mental disorders due to their loss of adaptation and emotional intelligence, whether by the family or by peers.
- 4- Emphasizing the role of the psychological counselor and his presence with sports teams to take care and provide help and assistance in solving psychological problems and addressing them in general for players.

Sources

- 1- Al-Hassan, Ahmed Karim. (2018). "Mental health in athletes." Journal of the Faculty of Physical Education, Al-Mustansiriya University, Vol. 12, No. 3, pp. 45-60.

- 2- Sharif, Karim Mohammed. (2015). «The role of social adaptation in sports performance». *Journal of Educational Sciences*, College of Education, University of Baghdad, Vol. 8, No. 2, pp. 112-130.
- 3- Al-Ali, Fadel Rashid. (2019). "Emotional intelligence and its impact on psychological and social adjustment." *Journal of Physical Education Sciences*, Faculty of Education - University of Kufa, Vol. 10, No. 1, pp. 78-95.
- 4- Karrar Muhammad Mohsen Tuwajj, Achievement in terms of social adaptation, social support and self-confidence among disabled bow and arrow players in Iraq, Master Thesis, University of Karbala, College of Physical Education, 2014.
- 5- Al-Moussawi, Shaima Karim. (2021). "Developing an Emotional Intelligence Scale for Volleyball Players in Iraq." *Journal of the Faculty of Physical Education*, Diyala University, Vol. 9, No. 1, pp. 55–71.
- 6- SAAD ABDUL RAHMAN: PSYCHOMETRICS, 1ST EDITION, KUWAIT, AL-FALAH LIBRARY, 1983. PHAR203
- 7- Ayman Hani Al-Jubouri, The Impact of a Counseling Program on Modifying the Behavior of Young Handball Players from Aggressive to Assertive, Master's Thesis, Faculty of Physical Education and Sports Altitude - University of Babylon, 2010, p. 139.
- 8- Yarub Khion: "Kinetic Learning between Principle and Application", Al-Sakhra Printing Office, Baghdad, 2002, p. 41.
- 9- **Obaidi, Adnan et al. (2017).** The effectiveness of group psychological exercises in improving social adaptation in sports team players. *Journal of Physical Education Sciences*, Al-Nahrain University, Vol. 6, No. 2, pp. 101–118.
- 10. Sharif, Karim Muhammad. (2015).** The role of social adaptation in sports performance. *Journal of Educational Sciences*, College of Education, University of Baghdad, Vol. 8, No. 2, pp. 112-130.