

Psychosocial Abilities and Academic Accomplishment in Jordanian Basketball Courses Taking the University of Jordan as a Model

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Abstract This study intends to measure the level of psychosocial skills among basketball students enrolled in the University of Jordan's Faculty of Sports Sciences. The study sample included (180) male and female basketball students enrolled in courses (1), (2), and (3). Their selection was determined by a thorough survey of the study population. The researcher utilized SPSS version 23. To achieve the study's aims, descriptive analysis was used to process the primary data collected via the primary research instrument (the questionnaire). The study produced some noteworthy findings: The students' psychosocial abilities were average in all domains, with arithmetic averages of 2.98, except for their stress tolerance, which scored low with a 2.98 arithmetic average (2.29). "Sports achievement motivation" is placed the highest at the domain level. In contrast, "self-confidence" is placed second, "leadership and unity" ranked third, "the ability to practice widespread society ideals" ranked fourth, and "stress tolerance" ranked last. The correlation coefficients of academic achievement with the domains of psychosocial abilities ranged from (0.61 to 0.88). There were no statistically significant gender or curriculum differences at the psychosocial abilities domains. The average male estimate for the entire level of the psychosocial abilities scale was 3.15, whereas the average female estimate was roughly 2.77, indicating that the discrepancies favor males. The study's results also indicated that basketball players' psychosocial skills (3) are superior to those of basketball players (1). (2). Based on

these findings, the study recommends focusing on formulating specialized qualitative programs in cooperation and coordination between the relevant authorities to develop psychosocial capacities and attempting to include them within the components of the study plans while activating the role of training courses and scientific lectures in boosting self-confidence and motivation for athletic achievement, as well as the ability to deal with stress and the pressures of competition.

Keywords Psychosocial Abilities, Level of Academic Achievement among Basketball Courses Students

1. Introduction

Modern social psychology concerns how each individual feels about the other group members and the individual's psychological and social relationships with society in this era. Social psychology is a branch of psychology that examines the motives for a person's conduct and the effect these behaviors have on other individuals when the individual is a part of a group. Contemporary social psychology's historical evolution demonstrates that it was founded on three social science systems: psychology, sociology, and social anthropology. Among the most significant psychosocial developments

that have captured the attention of specialists in the psychosocial dimension is an increased interest in social abilities, including talking systems with others and the ability to cope with stress in various social situations. The individual's behavior does not happen spontaneously or automatically but rather due to internal and external circumstances that enable the individual to act following society's values and standard Saleh [1]. Al-A'gamy [2] and Alleimon [3] underlined the importance of psychosocial abilities such as self-confidence, leadership ability, and group unity in enhancing physical achievement and achieving the highest levels in basketball. According to Mohammadzadah and Sami [4] and Eesha et al. [5], psychosocial abilities are essential for optimal physical and mental fitness levels in team sports, where team identification and collective effectiveness are important determinants of teamwork. The collective effect of each sports group derives from its common social identity and the ability to practice the positive social values prevalent in society, thereby enhancing collective effectiveness among individuals.

According to Francisco et al. [6], social interaction significantly favors an individual's sense of psychosocial abilities and achievement at a higher level in team games. This should be recognized during the achievement or preparation of sports teams.

Lewis [7] and Rateb [8] affirm that numerous studies in sports psychology and sociology examining the development of achievement argue that psychosocial talents are a critical driver of athletic achievement improvement. As a result, the substantial focus has been paid to find the psychosocial abilities coaches and players can use to guide them in teaching and practicing motor skills. Successful athletic achievement comes from physical and psychosocial influences, inextricably linked. Concentrating exclusively on physical preparation and ignoring the psychosocial component results in achievement volatility and thus fails to generate the highest levels of athletic achievement, as good performance involves social and psychosocial abilities on par with physical skills. Al-Zubaidi [9] and Cockrill [10], and Khaled [11] showed that training programs focused on these talents improve an individual's psychological energy mobilization, digital performance, and artistic achievement. Al-Tarawneh [12] emphasized the critical role of psychosocial abilities in enhancing students' achievement in teaching courses and argued for the importance of instructors developing programs to practice them (psychosocial abilities) and incorporating them (psychosocial skills) into the vocabulary of study plans, as this affects enhancing psychosocial skills and academic achievement. According to Simone et al. [13], curriculum leaders like ourselves must accept and cultivate the emotional aspects of coaching and coach development. An early first step in this direction could be to identify and even value the significance of emotions in coaching, caring

performance, and learning. The ultimate goal should be to restore the heart to learning, coaching, and leadership for the benefit of all, even though different educational strategies could be applied to achieve this objective. Because basketball courses are primarily intended to qualify and educate future basketball instructors, the course plan must incorporate the psychosocial skills and teaching competencies required to prepare the student for this goal. The student is encouraged to take on the role of the teacher during the basketball lectures most of the time. Practical courses in physical education are distinct from other theoretical courses in physical education. There is a shift away from the traditional nature of teaching. In this shift, the teacher interacts with the students outside the classroom and engages them in movement and functional achievement. It allows the student to take on the role of the lecturer.

Additionally, all teaching and practical education techniques (field training) at levels 1, 2, or 3 do not focus on a specific subject/material such as volleyball, basketball, or swimming to teach the student how to acquire the skills. Rather than that, the student observes the general teaching mechanism in action (stadiums and playgrounds), learns how to create daily plans, establish goals, and other topics pertinent to the general teaching framework. It is expected that the student possesses the psychosocial qualities necessary to effectively complete each course in the physical education major, emphasizing enhancing the learner's motivation and self-confidence to increase their achievement levels. Along with the capacity to deal with the stress that comes with teaching a specific skill in the course, they must also possess the ability to lead the group that each student is assigned to teach based on what they learned in class (required courses 1, 2, and 3, e.g., Basketball 1, Basketball 2 and Basketball 3). As a result, the student implements the daily plan, goal-setting mechanisms, and all other aspects of teaching in practical education (field training) based on their abilities and skills and what they have learned in each course in the physical education major. Such matters necessitate extra care and interest in the quality of instruction provided in the three-level basketball courses designed to educate students to become competent basketball instructors.

1.1. Research Problem

Halawa [14] and Al-Sharqawi [15], and Amin and Sofiane [16] argued that psychosocial talents play a critical and prominent role in the educational process, particularly in sports, because they contribute significantly to developing and mastering all motor skills. Psychosocial abilities have come to be recognized as a variable that must be considered alongside physical and planning requirements, even though average pupils have identical physical and planning abilities. Psychosocial factors affect students' achievement during the learning process since

they significantly enhance achievement and mastery of motor abilities.

According to Al-Hassan [17], psychological abilities are social, including self-confidence, the ability to deal with stress, the practice of positive values prevalent in society, and the presence of a successful leader who guides the sporting community toward stability and synergy in pursuit of the desired goals. Additionally, by fostering a collaborative spirit, eliminating psychological and social barriers among group members, and providing encouragement and motivation for achievement, the individual can achieve his/her goals and ambitions, regardless of how difficult or complex they are, and achieve a high level of achievement and distinction.

The researcher's extensive experience teaching basketball courses (Mutah University), directing sports activities (Aqaba University of Technology), supervising numerous basketball-training courses and conferences with various instructors on pertinent subjects, as well as being constantly present among the students in Mutah University lectures and studying theoretical literature works, aided in a better understanding of the student's abilities. The researcher observed that many students could not teach all the motor skills mentioned in basketball classes. At the same time, some were unwilling to teach them, and others were content with passing the course as a subject within their study plan. This could be due to a lack of interest in promoting the psychological and social factors that contribute significantly to achievement enhancement, particularly given that basketball is a team sport that increases friction and risk factors. It requires a high level of physical fitness and speed on the part of the individual. Additionally, it necessitates the ability of the individual to engage in constructive social interactions with others and the ability to cope with social and psychological stress.

Given that not every physical education teacher is qualified to teach basketball, the researcher chose to conduct this study to ascertain which psychosocial abilities the physical education student possesses will aid them in teaching basketball after graduation from university. A physical education student who possesses solely teaching abilities cannot study basketball. Additionally, the student must have psychosocial skills, such as dealing with psychological stress, motivation for sports achievement, self-confidence, and the ability to lead and unite the team to be prepared to compete as a strong and capable instructor.

The researcher expects this study to serve as a resource and benefit everyone interested in this topic.

1.2. Research Importance

1. The study will shed light on students' psychosocial abilities attained by the Faculty of Sports Sciences at JU due to their participation in basketball courses.
2. The findings of this study are expected to shed light on the extent to which psychosocial talents contribute

to academic achievement in basketball courses for students enrolled in the University of Jordan's Faculty of Sports Sciences.

3. The study will assist libraries in the Arab and international worlds, particularly the Jordanian Library, by providing academics with a vital issue of interest. Additionally, the study will serve as a springboard for future research examining additional dimensions of psychosocial capacities in physical education, particularly research including basketball courses.

1.3. Research Objective

This research aimed at identifying the following:

1. The psychosocial abilities level in the basketball courses for the students in the Faculty of Sports Sciences at JU.
2. The relationship between psychosocial abilities and academic achievement in basketball courses for the students in the Faculty of Sports Sciences at JU.
3. The differences in the psychosocial ability levels are based on the gender and the course level (intensity) of the basketball courses for the students in the Faculty of Sports Sciences at JU.

1.4. Research Questions

This research sought to answer the following questions:

1. What is the students' psychosocial ability level in the Faculty of Sports Sciences at Jordan University throughout the basketball courses?
2. Is there a correlation at the significance level ($\alpha \leq 0.05$) between the students' psychosocial abilities and academic achievement while taking the basketball courses in the Faculty of Sports Sciences at the University of Jordan?
3. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the psychosocial abilities of the students taking the basketball courses in the Faculty of Sports Sciences at the University of Jordan concerning the variables: gender and intensity (level) of the course?

1.5. Research Limitations

1. Human limitations: The students enrolled in the basketball courses (Basketball Course 1, Basketball Course 2, and Basketball Course 3) in the Faculty of Sports Sciences at the University of Jordan (207 male and female students).
2. Time limitations: The study was implemented during the academic year's first semester (from Oct. 20, 2020, to Dec. 24, 2020) (2020/2021).
3. Space limitations: Faculty of Sports Sciences, University of Jordan.

4. Technical limitations: A questionnaire to measure psychosocial abilities.

1.6. Research Terminology

Psychosocial Abilities: These are the skills and abilities that enable students to behave appropriately in various situations they may face during basketball lectures and assist them in improving their achievement level (Procedural definition).

Academic Achievement: The final mark the student acquires in the course at the end of the semester is determined by the course instructors through practical and theoretical examinations (Procedural definition).

2. Research Methodology

2.1. Research Method

The researcher conducted a descriptive survey. A desk survey was conducted, and extensive research on theoretical and field studies relevant to the research topic to clarify the principles and perceptions underlying the subject and identify the most significant studies that served as a vital source of information for the survey on the dimensions and domains. An exploratory survey was conducted, and all data collected via the study tools were examined using proper statistical techniques.

2.2. Study Population

The study population comprises all students enrolled in basketball courses at the University of Jordan's Faculty of Sports Sciences during the academic year (2020/2021) and totals 207 students, according to information released by the university's administration and registration unit.

Table 1. Distribution of the Study Sample Based on the Variables

Variable	Variable Fields	Quantity	Percentage
Gender	Male	92	51%
	Female	88	49%
	<i>Total</i>	180	100%
Study Course	Basketball Course 1	73	41%
	Basketball Course 2	38	46%
	Basketball Course 3	23	13%
	<i>Total</i>	180	100%

2.3. Study Sample

The sample for the study consisted of (180) male and female students enrolled in basketball courses (Courses 1, 2, and 3). The students were chosen following a detailed survey of the study population and represented (87%) of the study population at the outset. The distribution of the study sample according to the variables is depicted in Table 1.

2.4. Research Tool

The researcher built a study tool to accomplish the study's purpose (determining the psychosocial capacities of students enrolled in basketball courses and their relationship to academic achievement). In this case, the study instrument was a questionnaire that drew on theoretical works and past research on the research issue [2,12,3,7,18]. The final version of the questionnaire contained thirty items grouped into five dimensions: motivation for sporting achievement, self-confidence, ability to deal with stress, leadership, team unity, and practice of prevalent societal ideals. The questionnaire was developed using Likert's linear scale, which has five levels: very high (5), high (4), moderate (3), low (2), and very low (1).

2.5. Validity of the Research

The following indicators were used to determine the questionnaire's validity:

2.5.1. The Apparent Validity

To ascertain the questionnaire's apparent validity and suitability for achieving the current study's aims, it was provided in its original form to Jordan University professionals with experience and knowledge in physical education, measurement, and evaluation. They were requested to evaluate the items based on their correspondence to their respective dimensions, linguistic terms, transparency, and the ability to add, amend, or remove any item that required changing. Additionally, criteria with an agreed proportion of (80%) were recognized. Those with less than 80% were discarded, amended, and subject to their judgments. The questionnaire's final structure consisted of thirty items separated into five dimensions. Considering these improvements demonstrates the questionnaire's validity and boosts the results' dependability percentage.

2.5.2. Internal Consistency Validity

The Internal Consistency method, one of the Construct Validity methodologies, was used to determine the questionnaire's internal inconsistency. Pearson correlation coefficients were calculated for each associated evaluation variable, including the total variance score, the item correlation coefficient for each dimension, and the dimension correlation coefficient for the total variance score. Tables (2) and (3) summarize the study's findings.

Table 2. Pearson Coefficient Correlation for Each Research Variable concerning the Total Variance Score and Corresponding Dimension

Dimension (Variable)	Item No.	Correlation With Total Variance Score	Correlation With Dimension	Dimension	Item No.	Correlation With Total Variance Score	Correlation With Dimension
Motivation for Sports Achievement	1	0.55	0.60	Self-Confidence	1	0.72	0.79
	2	0.49	0.55		2	0.42	0.49
	3	0.39	0.44		3	0.60	0.63
	4	0.61	0.73		4	0.61	0.53
	5	0.47	0.45		5	0.72	0.69
	6	0.49	0.55		6	0.44	0.51
Ability to Face Stress	1	0.63	0.71	Leadership and Unification of the Team	1	0.48	0.66
	2	0.50	0.55		2	0.44	0.52
	3	0.60	0.72		3	0.41	0.50
	4	0.81	0.79		4	0.38	0.49
	5	0.63	0.78		5	0.60	0.66
	6	0.62	0.48		6	0.58	0.49
Ability to Practice Prevailing Social Values	1	0.49	0.79				
	2	0.66	0.72				
	3	0.79	0.53				
	4	0.52	0.77				
	5	0.69	0.78				
	6	0.77	0.63				

Statistical significance level ($\alpha \leq 0.05$)

Table 3. Pearson Correlation Coefficient between the Dimension Research Variables and the Total Score of the Variable

Dimension	Correlation Coefficient
The Motivation for Sports Achievement	0.88
Self-confidence	0.79
Ability to Face Stress	0.80
Leadership and Unification of the Team	0.73
Ability to Practice Prevailing Social Values	0.82

Statistical significance level ($\alpha \leq 0.05$)

According to the results shown in Table 2, the correlation coefficients for each dimension are significant at ($\alpha \leq 0.05$). The results show that the components in each dimension are reliable and valid and can be exploited to measure what they are set to determine.

The data collected in Table 3 shows that the correlation coefficients between the variable dimensions and the total variance score were statistically significant when the coefficient value had a significance level ($\alpha \leq 0.05$) which

implies that internal consistency for the research instrument is valid and reliable.

2.6. Research Reliability

The dependability of research refers to the consistency with which a research tool (questionnaire) measures what it was meant to measure. The reliability test is undertaken by redistributing the questionnaire to a randomly selected sample group over a while. The reliability coefficient is calculated by comparing the scores from the first questionnaire to those collected in the second round. To assess the questionnaire's dependability, it was administered to twenty participants, some of whom were members of the same study population. After data collection, the reliability of each dimension and study variable was determined using Cronbach's Alpha coefficient for internal consistency if the dependability coefficient is greater than (0.7). The table contains the acquired data (4).

The reliability coefficients for the dimension variables were between (0.84 - 0.91) and (0.92) for the complete questionnaire, as shown in Table 4. The values are deemed appropriate to accomplish the research purpose.

Table 4. Reliability Coefficient of the Research Variables

Dimension	Correlation Coefficient
The Motivation for Sports Achievement	0.84
Self-confidence	0.87
Ability to Face Stress	0.93
Leadership and Unification of the Team	0.88
Ability to Practice Prevailing Social Values	0.91
Total	0.92

2.7. Research Variables

The following research employs two distinct types of variables:

The independent variable is denoted by the following:

- Gender is classified into two categories: male and female.
- The study course is divided into three levels (Basketball Course 1, Basketball Course 2, and Basketball Course 3).
- Academic Achievement.

The dependent variable is the degree of psychosocial abilities, which is quantified using the evaluations made by the study sample's respondents for each dimension.

2.8. Research Procedure

The questionnaire's final framework is established after validating the research instrument's (questionnaire) validity and reliability. The study is then cleared to commence implementation. The procedures outlined below were followed:

The first step was obtaining official authorization from the appropriate and competent authorities to streamline the researcher's duty during the study's practical application, creating the research tool (questionnaire) electronically, and sending it to the study sample via an online link. The researcher was eager to introduce the tool to familiarize respondents with the study's significance and encourage them to answer the questionnaire objectively.

After the research tool was developed, it was administered to all students registered in the Basketball Courses (courses 1, 2, and 3) at JU for the first semester of the academic year (2020/2021), between 20 and 24 December 2020. The researcher reduced the whole study population of (207) male and female students to a survey sample of (20) male and female students enrolled in basketball courses (study population), who were excluded from the study sample. Then, 187 questionnaires were issued, accounting for (90.33%) of the original study population. Seven questionnaires were excluded from statistical analysis due to insufficient data and not related to

the terms and objectives of the research. As a result, the final sample size was (180) male and female students.

Final grades (GPA in basketball courses) were obtained for all three courses from the university's admission and registration section after the semester ended in 1/212021.

The data for this study were gathered and entered into the Statistical Package for Social Sciences (SPSS) application in preparation for analysis and extraction of the results.

To comprehend the statistical consequences of the degree of psychosocial abilities within basketball courses, the researcher used the following criteria: low (less than 2.33), moderate (more than or equal to 2.33 but less than or equal to 3.66), and high (higher than 3.66).

2.9. Statistical Analysis

To answer the study questions, the researcher conducted statistical treatments using the Statistical Package for Social Sciences (SPSS), as follows:

1. Frequencies and percentages were calculated to determine the study sample's characteristics.
2. The Pearson correlation coefficient assessed the study instrument's validity and internal consistency.
3. The Cronbach Alpha coefficient was used to determine the instrument's dependability.
4. Means and standard deviations were calculated to answer the first study question: 'What is the psychosocial ability level of students enrolled in basketball courses at the Faculty of Sports Sciences at the University of Jordan?'
5. The Pearson Correlation Coefficient was calculated to address the second research question: 'Is there a correlation at the significance level ($\alpha \leq 0.05$) between psychosocial abilities and academic achievement of students enrolled in basketball courses at the University of Jordan's Faculty of Sports Sciences?'
6. The Two-Way ANOVA was used to address the third study question: 'Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the psychosocial capacities of students enrolled in basketball courses at the Faculty of Sports Sciences at the University of Jordan between gender and course intensity?'

3. Research Results and Discussions

This section includes a detailed presentation of the research findings in light of the research questions, which sought to ascertain the level of psychosocial abilities and their relationship to students' academic achievement enrolled in the Faculty of Sports and Sciences' Basketball Courses (1, 2, and 3). The study's findings are examined and clarified concerning the structure of the research literature.

Table 5. The Means and Standard Deviations of the Level of Psychosocial Abilities in the Basketball Courses - Arranged in descending order

Rank	Dimension	Mean	Std. Dev.	Level
1	The Motivation for Sports Achievement	3.23	0.99	Moderate
2	Self-Confidence	3.21	0.99	Moderate
3	Leadership and Unification of the Team	3.11	1.05	Moderate
4	Ability to Practice Prevailing Social Values	3.04	0.97	Moderate
5	Ability to Face Stress	2.29	0.81	Low
-	Total	2.98	0.89	Moderate

3.1. Research Results

The results obtained for the first research question:

'What is the psychosocial ability level of students enrolled in basketball courses at the University of Jordan's Faculty of Sports Sciences?'

To address this question, the mean and standard deviation values for the 'level of psychosocial abilities' of students enrolled in basketball courses were calculated at each dimension level. These dimensions are the motivation for sports achievement, self-confidence, ability to deal with stress, leadership, team unity, and the ability to practice prevailing social values. The results of the first research question are summarized in Table 5.

The mean values for the 'level of psychosocial abilities' for students enrolled in basketball courses at JU are shown in Table 5. The mean value for the dimension was (2.98), while the standard deviation was (0.89). The levels of the dimension's variables ranged from moderate to low. The dimension variable with the highest mean value was "The Motivation for Sports Achievement (mean value: 3.23)," followed by "Self-confidence" (mean value: 3.21), "Leadership and Team Unification" (mean value: 3.11), "Ability to Practice Prevailing Social Values" (mean value: 3.04), and "Ability to Face Stress" (mean value: 2.29).

The students' psychosocial abilities ranged from moderate to low, owing to the absence of explicit and tangible psychosocial ability terms in the study plans for the basketball courses. It may also refer to the teachers' formal teaching methods for the course, as they train the students' psychosocial talents without precisely identifying and improving their abilities to achieve the highest achievement levels. Additionally, no specialist programs are accessible to improve the psychosocial well-being of students enrolled in basketball courses such as educational lectures, scientific, or practical courses. Even if they were, their participation rate would be limited. This study corroborated those of Jaber [19], who found that pupils' psychosocial abilities were average with the difference in the sample (female university students). Al-Tarawneh, [12] discovered that students' psychosocial skills were at a moderate level with the difference in the sample (Swimming course students); (this finding corroborated what was stated in AL-Shahed [20], where self-confidence,

attention concentration, and the ability to cope with stress were all at a moderate level, despite the sample size (swimmers). It also corroborated with Iye's study [21], where the sample was male and female swimming courses, where the ability to cope with stress came to a medium degree. It also corroborated with Hade's study [22], where the ability to cope with psychological pressures and achievement motivation came to a medium degree with the difference in the sample (workers), and in contrast to Boostani et al. [23] which discovered that psychological abilities varied significantly with the sample size (Karate players), and Youssef [24] which found that psychological abilities were high with the sample size (volleyball players). Al-Tarawneh [25] discovered that self-confidence was high in a sample of field training students in physical education faculties in Jordanian universities. Chu et al. [26] found that psychological abilities were low in table tennis players. The researcher believes that this difference in the degree of social-psychological skills of students is due to several factors, including the type of sports game chosen, the ability to perform it correctly, the degree of student interest in and love for the sports game, and the ability of the teachers of the official courses to train students on psychological abilities and provide them with the necessary expertise to manage and teach basketball courses.

The dimension "Motivation for Sports Achievement" was ranked #1 because basketball is regarded as a team sport that requires quick achievement, pinpoint accuracy, and high agility. Additionally, diligent and motivated students continually strive to improve their achievement and regularly train on the sport's numerous and exact skills. This takes a high drive to attain the most outstanding achievement and grades possible after the semester. This was supported by Gardener [27], who argued that persons who do extraordinary things are tenacious and persistent in pursuing new abilities, regardless of how tough they are. Additionally, these persons are disciplined and appreciate having control over ideas, overcoming obstacles, and quickly completing difficult jobs as professionals when necessary, and are motivated mainly through internal benefits for doing well rather than external rewards.

Additionally, Stantrock [28] revealed that persons with

more incredible accomplishments drive to work harder and better; achieve greater success in their academic and practical lives and a variety of life scenarios. When compared to persons with comparable mental talents but weaker incentive to complete activities, it was discovered that the first group scored higher on task completion speed tests and made more visible and successful development in society. The findings corroborate those of a previous study Zaki [29], in which psychosocial talents were ranked higher in the dimension "Motivation for Sports Achievement" and lower in the dimension "Ability to Face Stress" with a different sample of gymnasts. This result also agreed with what was stated in AL-Shahed [20]. The sample consisted of (swimmers), it differed from what was mentioned in the study of Al-Karizi [30], where self-confidence ranked third, and the sample was basketball players. In the study of Hatamla et al. [31], self-confidence ranked fourth, and the sample was volleyball players.

The dimension "Ability to Deal with Stress" was ranked lowest due to a lack of time and appropriate resources, such as basketballs, which restricts students' learning and teaching privileges regarding fundamental basketball skills and sharing those skills and techniques with their colleagues during the lecture. Additionally, due to the high volume of students in the course during the study's execution, a large group of students were assigned to be trained by the student. This resulted in either training the group of students in the dimension or placing the trainer under significant stress due to disobedient students, students failing to complete assigned tasks, students failing to respond, or the difficulty of a specific skill set in which the student is not technically proficient. These variables contribute to the student feeling stressed, tense, and incapable of teaching the course to the students. It is so because the student is still working under the supervision of the official course instructor. As a result, the student is less likely to encounter a variety of events and obstacles that could result in stress that the student must overcome. The opportunity for the student to assume the role of the instructor during the lecture is regarded as an authentic experience. It is regardless of the class's length or weakness. Lazarus [32] established that psychosocial stress is an external force that influences an individual's physiological,

social, and psychological systems. It is the outcome of analyzing dangerous events, the effects of which vary significantly between individuals.

Additionally, Fincham and Rhodes [33] stated that psychological stress occurs due to interactions between the individual and the surrounding environment. In light of the individual's assessment and evaluation of the requirements of the situation that he is facing, and which constitutes pressure on him, and in light of the lack of the required material and mental capabilities to deal effectively with the current situation, this result agreed with the study Al-Karizi [30]. It was with a different sample of basketball players where the ability to face stress came in the last rank, and with what was mentioned in Iye's study [21], the ability to cope with psychological pressures came to a medium degree. The sample was students of swimming courses. The study of Zaki [29] with a different sample of gymnasts differed from what was mentioned in the study of Awad [34], where it came the ability to cope with psychological pressure is one of the most important psychological abilities in swimming. In the study of Al-Ghamdi [35], the ability to cope with psychological pressure came in first place with the difference in the sample (swimmers).

The results of the second research question: 'Is there a correlation at the significance level ($\alpha \leq 0.05$) between psychosocial abilities and academic achievement of the students taking the basketball courses in the Faculty of Sports Sciences at the University of Jordan?'

To determine whether there is a link between psychosocial abilities across measuring dimensions and academic achievement in basketball courses for students enrolled at JU, the person correlation coefficient was estimated, and the results are displayed in Table 6.

The data in Table 6 suggest that there is a positive and statistically significant link between the significance level ($\alpha \leq 0.05$) psychosocial capacities and academic achievement at the individual level and across the dimension for students enrolled in basketball courses at JU's faculty of sports sciences. The academic achievement had a connection coefficient of (0.61–0.88) with each dimension of psychosocial abilities, and the entire dimension had a correlation coefficient of (0.69).

Table 6. Pearson Correlation Coefficient between Psychosocial Abilities and Academic Achievement in Basketball Courses for the Students in the Faculty of Sports Sciences at the University of Jordan

	Psychosocial Ability Dimensions					
	The Motivation for Sports Achievement	Self-confidence	Ability to Face Stress	Leadership and Unification of the Team	Knowledge to Practice Prevailing Social Values	Total
Academic Achievement GPA	0.88	0.76	0.65	0.72	0.61	0.69

Statistical significance level ($\alpha \leq 0.05$)

Psychosocial abilities are critical for students enrolled in basketball courses to improve their academic success. The learner with a high level of self-confidence in this dimension can do the sport's skills without fear or hesitation and teach the sport. When a student is motivated by sports achievement, they will strive to fix their errors to better their levels while also learning to obtain the best achievement. Additionally, when students can deal with the various types of stress that may arise while completing an assignment (implementing the basketball lesson), they meet the objective they set for themselves and the grade they desire for the course. Suppose the student possesses the characteristics of a successful leader and the ability to practice positive social values such as respect for others' viewpoints, patience, and accountability. In that case, the student can lead the group assigned to teach and complete the assignment. If the following psychosocial talents are optimally developed in a student, the student's achievement level will grow, increasing academic achievement. Students that achieve high levels of achievement will also possess solid psychosocial abilities since they are aware of the importance of these abilities in enhancing their achievement levels for specific basketball skills, which will result in higher academic achievement levels for the course. Khatib [36] argued that students' psychosocial abilities affect academic achievement. The better the student's psychological state, the more motivated the student becomes; however if they suffer from excessive anxiety or tension, their GPA will suffer, and their grades will suffer.

Pieper [37] asserted that achievement motivation motivates individuals to perform things more efficiently, quickly, and with the least effort to attain the best results. According to Al-Tarawneh [25], self-confidence is critical for an individual's acquisition of diverse theoretical and practical experiences, psychological and social peace, professional achievement, and the individual's ability to overcome obstacles. These reasons contributed to self-confidence becoming a focus of interest in various psychological studies and research. According to Spielberger [38], an individual's coping methods when confronted with psychological stress alter their ability to manage these events effectively and face them. This result agrees with the study of Hazir [39] on the difference in the

sample of football players, which indicated a positive relationship between psychosocial abilities and improved skill performance. Al-Zubaidi's study [9] with a sample difference for football players, Al-Ghamdi's study [35] with a sample difference for swimmers, and Mohammadzadah & Sami's [4] study with a sample difference for volleyball players, the study of Hidayat [40] with a different sample for badminton players, Iye's study [21] and Al-Tarawneh [12] where the appositive relationship was found between psychosocial abilities and academic achievement with the difference in the sample (Swimming course students).

The results obtained for the third research question: 'Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the psychosocial abilities of the students taking the basketball courses in the Faculty of Sports Sciences at the University of Jordan concerning the variables: gender and intensity (level) of the course?'

A two-way analysis of variance (ANOVA) was used to address this question. The program was utilized to determine the presence of disparities in psychosocial capacities among students enrolled at JU in basketball courses based on gender and the level of the basketball course. The outcomes and data obtained are summarized in Table 7.

According to the results shown in Table 7 for the dimensions of psychosocial abilities, there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in all dimensions attributable to the variables gender and course level. As for the overall level of the psychosocial abilities scale, the results revealed differences attributable to the variable gender. Upon computing the mean values for the dimension, it was found that the mean assessment for males was (3.15) and for females (2.77). It indicates that the differences are in favor of males. The results also showed differences attributable to the variable course level. To determine in whose favor the differences are due, the Scheffe test was applied for dimensional comparisons, and the results are shown in Table 8.

The statistics in Table 8 suggest that the differences between students enrolled in Basketball Course (3) and those enrolled in Basketball Course (1) and (2) course were statistically significant and in favor of the students enrolled in Basketball Course (3).

Table 7. The two-way analysis of variance results in differences in psychosocial abilities in basketball courses (based on gender and course level) for the students enrolled at JU

Dimension	Source of Variation	Sums of Squares	Degree of Freedom	Mean Squares	F Ratio	Significance Level
Motivation of Self-Achievement	Gender	0.876	1	0.876	0.949	0.335
	Course Level	4.472	2	2.236	2.42	0.077
	Error	149.916	159	0.924		
	Total	567.667	162			
Self-Confidence	Gender	0.702	1	0.702	0.627	0.432
	Course Level	4.086	2	2.043	1.824	0.155
	Error	178.08	159	1.120		
	Total	508.250	162			
Leadership and Unification of the Team	Gender	0.003	1	0.003	0.003	0.956
	Course Level	1.528	2	0.764	0.879	0.458
	Error	138.171	159	0.869		
	Total	631.840	162			
Ability to Face Stress	Gender	0.01	1	0.010	0.014	0.907
	Course Level	2.956	2	1.478	2.045	0.097
	Error	114.957	159	0.723		
	Total	675.960	162			
Ability to Practice Prevailing Social Values	Gender	0.574	1	0.574	1.008	0.320
	Course Level	0.414	2	0.207	0.363	0.780
	Error	90.63	159	0.570		
	Total	590.333	162			
Total	Gender	2.461	1	2.461	3.482	0.031 *
	Course Level	4.158	2	2.079	2.941	0.043 *
	Error	112.413	159	0.707		
	Total	582.013	162			

Statistical significance level ($\alpha \leq 0.05$)**Table 8.** Scheffe Test Results to Detect the Differences in Psychosocial Abilities in Basketball Courses for the Students in the Faculty of Sports Sciences at the University of Jordan According to the Course Variable

Mean	Basketball Course	Differences		
		Course 1	Course 2	Course 3
2.86	Course 1	-	0.05	-0.39
2.81	Course 2	-0.05	-	-0.44
3.25	Course 3	0.39	0.44	-

Statistical significance level ($\alpha \leq 0.05$)

According to the findings, male students outperformed female students in psychosocial abilities for various reasons, including female students' nervousness when completing a high number of motor skills and their anxiety about performing the task incorrectly. This results in low

self-confidence and incapacity to teach most of the time, particularly challenging skills such as shooting from various locations on the dimension and counterattack, in which male pupils are frequently excellent. Because basketball is a subject that requires a high level of physical fitness to master all skills, and based on the researcher's practical experience, it was discovered that male students are continually practicing various basketball skills outside of class. On the other hand, male students have a greater drive for sports achievement and efforts to enhance their level than female students, who spend more time studying theoretical courses and neglect the practical sector. Throughout most basketball courses' lectures, group competitions are held to develop the students' basketball abilities and their application to the dimension. As a result of the exposure to stress during the competition and the

dominant element of friction in this activity, female students may be less able to cope with varied pressures throughout the lecture and to lead the group during the implementation of the basketball lesson than male students. Lewis [7] confirmed these findings, stating that shyness and fear of criticism contribute significantly to female students' lack of psychosocial abilities in comparison to male students, who exhibit greater self-confidence and motivation for sports achievement, as well as the ability to lead in practicing sports activities at Sports and Sciences colleges. This is due to a lack of an acceptable social and sporting environment for female students, as seen by a lack of positive reactions from their peers, a lax policy regarding mixed classrooms (male and female students), and a reluctance to conduct exercises with male students. This finding is consistent with the results of Al-Tarawneh [25], who found that males have greater self-confidence than females in a sample of field training students in faculties of physical education in Jordanian universities, and Kumar & Bhukar [41], who found that males have greater self-confidence than females in a sample of students enrolled in faculty of physical education and engineering in India. It differed from Shahed's study [16], which indicated that there were no statistically significant differences between males and females in the ability to cope with stress, and the study of Hatamla et al. [31], where the psychological abilities were in favor of females with the difference in the sample for volleyball players.

The researcher attributes the explanation that the students of the basketball course (3) obtained a higher average compared to the students of the basketball course (1) and (2) to that the students of the basketball course (3) have successfully passed the requirements of basketball 1 and basketball 2 courses. Therefore they have More previous experience in the development of psychosocial abilities than students of basketball courses 1 and 2, knowing also that basketball course (3) is an optional requirement and is full of difficult tasks on the field. Often only the student who excels in basketball is registered. This result agreed with the Al-Tarawneh study [12] where students of swimming course 3 achieved better results in psychosocial abilities than students of swimming course 2. As for the absence of differences between students of basketball (1) and basketball (2), the researcher attributes this to the fact that in these two courses, the study plan is often similar, where students are taught the same basic skills in basketball with simple changes to the course plan. Basketball (2) An example of this is teaching students the skill of shooting from stability and movement from several positions in basketball courses (1) and (2). In addition to that, basketball courses (1) and (2) are considered compulsory courses for students compared to a basketball course, Basket (3), which is optional. This result also agreed with the Al-Tarawneh study [12] regarding the difference in the sample of students in swimming courses. It is worth noting that the previous studies did not include

any of them studying psychosocial abilities, depending on the level of the basketball course, and thus according to that the knowledge of the researcher is the first current study in Jordan that included this variable. In light of this result, the researcher concludes that: It was found that the psychosocial abilities of students in basketball courses majoring (3) are better than students in basketball (2) and basketball (1) and it was found that the psychosocial abilities of males are better than females among Students of basketball courses in the faculty of sports sciences at the University of Jordan.

4. Conclusions and Recommendations

4.1. Conclusions

In light of the study's findings, the following conclusions were reached:

- Psychosocial abilities were moderate among students enrolled in Basketball Courses at the University of Jordan's Faculty of Sports Sciences, in the following order: Motivation for Sports Achievement, Self-Confidence, Leadership, and Team Unification, Ability to Practice Prevalent Social Values, and Ability to Deal with Stress.
- The study established a positive correlation between psychosocial abilities and academic achievement among students enrolled in Basketball Courses at the University of Jordan's Faculty of Sports Sciences.
- The results indicated that students enrolled in Basketball Course (3) have superior psychosocial abilities to those enrolled in Basketball Courses (1) and (2) and that the psychosocial abilities of the male students are better than those of the female students enrolled in Basketball Courses at the Faculty of Sports Sciences at the University of Jordan.

4.2. Recommendations

The following recommendations are made in light of the study's findings:

- It is necessary to pay attention to and focus on developing programs by basketball instructors to enhance students' psychosocial abilities, as well as to incorporate terminology into study plans and provide specialized training and counseling in this field, as the programs of these courses are organized in collaboration with teachers of psychology and sports sociology at the Faculty of Physical Education at the university.
- Concentrating on developing and enhancing students' ability to deal with stress through actual classroom situations during training in teaching basketball skills and by assigning the student the role of a teacher due to its critical role in assisting students with the various

difficulties and situations they face. They may appear during basketball instruction.

- Preparing specialized practical and theoretical training programs to increase female students' psychosocial abilities in basketball courses and encouraging them to prepare educational study plans on the different basketball skills.

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