

Psychological Steadfastness and its relationship with The Competition Anxiety and Motivation of the Sports Achievement For Volleyball players seating

Dr. /Mustafa Amin Al Ashqar

Lecturer, Sport Psychology department Faculty of physical education, Mansoura University, Egypt

Abstract

The research aims to identify the Psychological Steadfastness and its relationship with The Competition Anxiety and Motivation of the Sports Achievement For Volleyball players seating, The researcher used the descriptive approach, and the research community was represented in the volleyball players seating for the sports season (2017/2018), and the research sample was chosen by deliberate method Volleyball players seating from the players of clubs participating in the combined championship of the Premier League and the promotion of the excellent volleyball men's seating with a total of (96) players and set up in the hall covered in the Olympic Village, Mansoura University, and tools Data collection (Psychological Steadfastness Scale)- Prepared by the **Researcher**, (List of Competition Anxiety Case) Designed by **Rainer Martins, et al. (1990)**, Prepared by the Arabic Image **Allawi, M. (1998)** and (Motivation of the Sports Achievement Scale), Prepared by **AbuSaif, H. (2018)**.

The most important results: There is a correlation between psychological Steadfastness and the Motivation of the Sports Achievement for volleyball players seating and a correlation between psychological Steadfastness and Motivation of the Sports Achievement for volleyball players seating.

Keywords: *Psychological Steadfastness, Competition Anxiety, Motivation, Sports Achievement, Volleyball players seating.*

Introduction

Experience in the field of physical education and psychology (humane, ethical, and legislative) as well as their peers of normal individuals. Nowadays, they are increasingly interested in their successes to make the most of their opportunities.

The sport of the disabled is new in the world, but in a short period of time has witnessed a remarkable development at all levels. **Amer, T. & Mohamed, R. (2008)**; that the physically disabled has a sense of inferiority leading to severe fear and depression and feeling that he is less than others, especially in competitive situations, and that his heavy dependence on others builds a negative image of himself and lead to many Among the disorders of anxiety and refusal to conform to physical problems.

Schure, M. & et al. (2009); that explains that some psychosocial factors play an important role in promoting and maintaining mental health. One of the most important of these is psychological Steadfastness, the Steadfastness in the face of adversity. What is activated as a set of psychological and social behavioral traits that allow for elevation despite stressful events.

Psychological Steadfastness is one of the major constructs in positive psychology, which focuses on improving the individual's overall psychological performance, helping him to achieve his ambitions, employing his abilities and improving his general expertise in all valuable human fields such as social relations (**Abdel Gawad, M., 2004**).

Psychological Steadfastness also plays an important role in balancing the athlete, whether internally. Psychological resilience is positively linked to optimism, hope, humor, and a sense of social support. It is also negatively associated with depression, despair and pain (**Smith, B. & et al., 2008**).

The psychological emotions associated with the general atmosphere of sports competitions affect the performance of the athlete in general and the disabled player in particular; where the player passes before and during his participation in the sports competition a state of anxiety, which may have

a clear and direct impact on the level of abilities and performance, the efficiency of the players and their achievements Sports are determined not only by their skills, principles and bases of play, but by their ability to control their emotions before participating in sports competitions and in competitive situations that require it, especially the level of concern because of its impact on the behavior of the player psychological manifestations And different physiological.

Khalifa, I. & et al. (2008), Darwish, W. (2007), Mohammed, A. (2005) and Allawi, M. (1998); agree that anxiety is seen as an important emotion affecting the player's performance During training and athletic competitions, especially the physically disabled player, as it is more concerned than the normal player, this effect may extend to different aspects of his behavior, and may be a positive effect and called facilitated anxiety and may be negative and called disability anxiety, which ultimately affects Sports Performance Outputs.

Allawi, M. (2012); believes that anxiety usually occurs when a player feels weak, insecure or unable to achieve his goals, when he faces actions and responsibilities that feel beyond his ability and ability, or if he is disturbed by some negative knowledge that is related to the expectation of his level of performance.

The Motivation of the Sports Achievement is also an important and influential psychological variables for the disabled in general and the players of volleyball seating in particular; where the motivation of sports achievement to urge the disabled player to be advanced and distinct among his peers, as the need for the disabled player to achieve sports achievement and excitement works to stimulate and excite He has the potential and motivates him to redouble his efforts and energies towards achieving the desired goal of high achievement.

Halvari, H. & Thomassen, O, (1996); point out that the Motivation of the Sports Achievement is the final outcome of the relationship between the motives of success and the motives of avoiding failure and interaction between them. Attributes such as self-confidence, risk and odds.

Allawi, M. (2002); that many researchers in the field of sports psychology believe that the arrival of the player to the highest levels of sports is based on the so called motivation of achievement, which means the willingness of the player to keep up with the positions of sports competition and try to excel and excellence in the light of a level or standard Certain levels or standards of excellence and excellence.

We also find that the sport of volleyball seating is not much different from the volleyball of the normal, all the rules of international law are applied except for some special amendments that can be easily understood, but its players need to pay attention to some of the psychological factors required by this sport.

In this sense, the sport of volleyball seating must receive the greatest attention of officials in the State and those in charge of the management of the Egyptian Paralympic Committee when planning and implementation of it and provide integrated care for the players psychologically, socially and sports, and provide all the services that help them according to their abilities and capabilities to work to achieve compatibility and psychological Steadfastness to them.

According to **Chamoun, M. (2002);** when the players are under multiple and varied pressures at the beginning of the game, it is difficult for them to get rid of the tension that leads to inaccuracies and mistakes and leads to an increase in the level of anxiety and loss of self-confidence and motivation to Achievement.

The researcher; believes that the disabled player faces many situations that are directly and closely related to anxiety during sports competitions and associated attitudes, events and stimuli, and may have clear and direct effects on the behavior of the disabled player and the level of abilities and skills as well as his relationship with others, which affects the motivation of sports achievement. Thus, a disabled player needs specific interventions to try or adjust his or her emotions to suit the circumstances, nature and type of competition for the activity.

Although many Arab and foreign studies have dealt with psychological Steadfastness and its relationship to other variables such as the study of: **Ness, M. (2013), AlWakil, H. (2015), Shilpa, S. & Srimathi, N. (2015), Ahmed, A. (2016), Abboud, S. & Mohamed, R. (2017)**; but the psychological steadfastness in the sports field did not receive the attention of researchers to study it in the Egyptian environment and therefore, the need for the current study, They are: “psychological Steadfastness and its relationship with The Competition Anxiety and Motivation of the Sports Achievement For Volleyball players seating”.

Research Aim

The aim of the research is to identify the psychological and its relationship with The Competition Anxiety and Motivation of the Sports Achievement for Volleyball players seating.

Research questions

- What is the level of psychological Steadfastness for Volleyball players seating?.
- What is the level of Competition Anxiety for Volleyball players seating?.
- What is the level of Motivation of the Sports Achievement for Volleyball players seating?.
- What is the relationship between psychological Steadfastness and Competition Anxiety For Volleyball players seating?.
- What is the relationship between psychological Steadfastness and Motivation of the Sports Achievement For Volleyball players seating?.

Methods

Approach

The researcher used the descriptive approach in the method of studying the interrelationships with its steps and procedures.

Participants

The research community included (18) sports clubs from the clubs participating in the combined championship in the Premier League and the promotion league for the excellent volleyball seating men and stay in the hall covered in the Olympic Village at Mansoura University.

The researcher selected the research sample by the deliberate method of Globe Volleyball players for the sports season (2017/2018), and included (10) sports clubs with total of (96) players.

Table (1): Description of the Basic Research Sample (N= 96)

Club	N	Club	N	Club	N
Almostaqbal	10	Kafr alshikh	12	Zinhom	8
Alhorya	9	Alazima	9	Damitta	12
Binswaf	9	Alrebat	9	Banha	8
Elethead	10	SUM	96		

Data collection tools:

The researcher prepared data collection tools, as follows:

- Psychological Steadfastness Scale, (Prepared by the Researcher):

Determining the Aim of the scale; Measure the level of Psychological Steadfastness for Volleyball players seating.

Determining the dimensions of Psychological Steadfastness for Volleyball players seating: The researcher reviewed the references and measurements contained in the list of references and studies of Arab and foreign with the aim of determining the dimensions of the scale such as: **Ness, M. (2013), AlWakil, H. (2015), Shilpa, S. & Srimathi, N. (2015), Ahmed, A. (2016), Abboud, S. & Mohamed, R. (2017)**; A number of (8) dimensions were drawn to construct the scale,

(Ability to achieve goals, personal competence, positive attitude towards the future, social support, ability to solve problems, spiritual values, flexibility, Psychological solidity).

A special form was designed for the proposed dimensions of the psychological Steadfastness scale of the volleyball players seating (**Appendix B**), and was presented to the experts in the field of sports psychology (**Appendix A**), the researcher was satisfied with the approval rate of (70%), thus eliminating the (2) dimension (positive attitude towards the future) and (Spiritual values), A number of (6) dimensions were drawn to construct the scale, and the researcher put the proposed Items to build the scale of (60) Items (**Appendix C**), and distributed on the dimensions of the scale, and presented to the experts again (**Appendix A**), thus eliminating the (7) Items, Based on the opinions of the experts, items of the scale consists of (53) items. By estimating the responses using the three-dimensional Likert scale according to the levels of (Always, Sometimes, None) with grades (3, 2, 1) for items.

The researcher used for calculating validity sincerity of internal consistency and Cronbach alpha coefficient for calculating reliability, the validity coefficient was (0.35: 0.72), and the coefficient of reliability was (0.73: 0.86) (**Appendix G**), After Scientific transactions, items of the scale consists of (48) individual distributed over (6) dimensions, with a minimum of (48) degrees and a maximum of (144) degrees in the final image (**Appendix D**).

- Sports Competition Anxiety List:

The researcher used a list of competition anxiety cases designed by **Rainer Martins, et al. (1990)**, which was prepared for the Arab image by **Allawi, M. (1998b)**, and is limited to measure the severity of each of the cases of (cognitive anxiety, physical anxiety, self-confidence). The Competition Anxiety List (27) items a phrase that asks the player to describe how he felt before the competition for a certain period specified by the researcher (eg, a week, several days, or several hours before the competition) on a scale of four scales: (almost never = 1 degree, sometimes = 2 degrees, Often = three degrees, almost always = four degrees), and the list contains (9) items for each of the three dimensions separately.

The researcher used for calculating validity sincerity of internal consistency and Cronbach alpha coefficient for calculating reliability, the validity coefficient was (0.35: 0.71), and the coefficient of reliability was (0.72: 0.84) (**Appendix G**), After Scientific transactions, items of the scale consists of (27) individual distributed over (3) dimensions, with a minimum of (27) degrees and a maximum of (108) degrees in the final image (**Appendix E**).

- Motivation of the Sports Achievement Scale:

The researcher used the measure of motivation of the Sports achievement of the volleyball players seating, prepared by **Abu Saif, H (2018)**, which consists of (25) items distributed over (5) dimensions are (the pursuit of excellence and success, fear of failure, competition, perseverance and struggle, planning for the future), and each dimension contains a number (5) items, thus reaching the final number of phrases of the scale to (25) items. on a scale of four scales: (very big degrees)= (5), (big degrees)= (4), (medium degrees)= (3), (low degrees) = (2), (very low degrees)= (1).

The researcher used for calculating validity sincerity of internal consistency and Cronbach alpha coefficient for calculating reliability, the validity coefficient was (0.36: 0.82), and the coefficient of reliability was (0.72: 0.77) (**Appendix G**), After Scientific transactions, items of the scale consists of (25) individual distributed over (5) dimensions, with a minimum of (25) degrees and a maximum of (125) degrees in the final image (**Appendix F**).

Survey Study:

The researcher conducted an exploratory study on a sample of (32) players from outside the basic study sample and within the research community in the period from (01/05/2018) to (08/05/2018). The aim was to identify the clarity of instructions for data collection tools, the formulation of items for the level of understanding of the sample and the conduct of scientific

transactions. The results showed the clarity of the instructions, the appropriate wording of the items for the level of understanding of the sample and the scientific transactions of the data collection tools were carried out.

Basic Study:

The researchers applied the research tools to (10) sports clubs from the clubs participating in the combined championship of the Premier League and the promotion of the excellent volleyball men's seating with a total number of (96) players and set up in the hall covered in the Olympic Village, Mansoura University, in the period from Thursday (10/05/2018) till Saturday (12/05/2018).

Statistical Methods:

The researcher used the statistical program SPSS (v.22), for the following scientific coefficients and statistical treatments: Percentage, Mean, Standard Deviation, Simple correlation coefficient, Cronbach alpha coefficient.

Based on the findings of the researcher from previous studies and according to the balance of Likert's estimation of the responses of volleyball players sitting on the data collection tools, levels have been determined to be used in determining the level (**Appendix H**).

Results and Discussion:

In order to achieve the aim of research and in response to questions raised and within the sample of the research and the methodology used, the researchers show their Results of the classified, as follows:

-What is the level of psychological Steadfastness for Volleyball players seating.⁹

Table (2): Level and Order of dimensions of Psychological Steadfastness for Volleyball players seating (n=96)

N	Dimensions	Mean	Standard Deviation	Percentage	Level	Order
1	Personal competence	2.53	0.31	84.33	High	1
2	Psychological solidity	2.37	0.40	79.00	High	3
3	Ability to achieve goals	2.46	0.26	82.00	High	2
4	Ability to solve problems	2.16	0.29	72.00	Medium	5
5	Social support	2.24	0.22	74.67	Medium	4
6	Flexibility	2.14	0.34	71.33	Medium	6
	Total	2.32	0.17	77.33	Medium	

Table (2) shows; that the level of Psychological Steadfastness of volleyball players seating (Medium) with an Mean of (2.32) and a percentage (77.33%), and the level of dimensions (Personal competence), (ability to achieve goals), (Psychological solidity) (high) (2.53): (2.37) with percentages ranging from (84.33%): (79.00%), while the level of dimensions (social support), (ability to solve problems) and (flexibility) (Medium) with Mean ranging between (2.24): (2.14) percentages ranging between (74.67%): (71.33%).

These results are consistent with those of **Shilpa, S. & Srimathi, N. (2015)**, **Ahmed, A. (2016)**, **Abboud, S. & Mohamed, R. (2017)**; statistically significant differences between the mean scores of the research sample in the Psychological Steadfastness Scale, and distinguish the members of the research sample from a high degree of psychological Steadfastness.

The researcher; attributed these results to the players that volleyball seating have a degree of psychological Steadfastness that enables them to deal with crises, adversity or stressful events, and

gain the ability to interact with risk factors and face life events.

This is corroborated by the study of **Fredrickson, B. & Tugade, M. (2004)**; They also use positive emotions to recover from their failure and look for positive meanings when faced with stress and negative phenomena.

Lundman, B. (2007) and Giligan, R. (2006); agree that Steadfastness people are described as having many qualities and human resources; they have self-esteem, self-confidence, self-control, and optimism in the face of Adversities and difficulties, positive emotion, problem-solving skills and resilience, ability to accept and deal with negative emotions, ability to cope with stress, good self-esteem, ability to build good relationships with others, and cognitive ability above the Medium level.

This is confirmed by **Stein, M. (2005) and Joseph, P. (2004)**; that there are some factors that contribute to the formation of personal Steadfastness, including the characteristics of the individual himself in terms of his will in how to deal with situations and events It has all of its positive cognitive aspects (optimism, positive self-image), sentimental (complacency, reassurance, positive concept) and behavioral (achieving goals on the ground, positive interaction with the surrounding environment).

-What is the level of Competition Anxiety for Volleyball players seating.?

Table (3): Level and Order of dimensions of Competition Anxiety for Volleyball players seating (n=96)

N	Dimensions	Mean	Standard Deviation	Percentage	Level	Order
1	Cognitive anxiety	2.42	0.39	60.50	Medium	2
2	Physical anxiety	2.26	0.42	56.50	Medium	3
3	Self-confidence	2.73	0.59	68.25	High	1
	Total	2.47	0.19	61.75	Medium	

Table (3) shows; that the level of Competition Anxiety of volleyball players seating (Medium) with an Mean of (2.47) and a percentage (61.75), and the level of dimension (Self-confidence) (high) with an Mean of (2.73) and a percentage (68.25), While dimensions of (cognitive anxiety), (physical anxiety) (Medium) with Mean mean (2.42) (2.26) percentages (60.50) (56.50), respectively.

This result is also consistent with the study of **AlHaramleh, A. (2016)**; which found that the sample of the research was distinguished by the Mean level of sports Competition Anxiety and the Mean ranged between (2.24: 2.74).

The study of **Atwa, A. (2003) and AlHour, M. (2012)**; which found that there are different levels of anxiety in the physically disabled during the competition, and the presence of statistically significant differences in the level of dimensions of the three competition anxiety (Cognitive Anxiety, Physical Anxiety, Self -Confidence) among club players.

The researcher; attributes these results to the fact that the state of anxiety of sports competition is considered an individual case where the outcome of anxiety differs from one player to another and from one activity to another.

Fawzy, A. (2006); explains that increasing anxiety over the required amount leads to confusion and hindering sports performance, and the low level of anxiety over the required amount leads to indifference in If the amount of anxiety is appropriate for the type of threat faced or expected by the athlete, it is appropriate to issue the desired behavior only, and the player can face the threatening situation and overcome this threat, and here anxiety is a positive element.

Bàumler, D. (2009); points out that anxiety is seen as the most important psychological phenomenon that affects athletes' performance, and that this effect may be positive, pushing them to

do more or negatively hinder performance and lead to a lower level.

Allawi, M. (2012); adds that anxiety usually occurs when a player feels weak, insecure or unable to achieve his goals, when he faces actions and responsibilities that he feels beyond his ability and ability, or if he is disturbed by some negative knowledge that is related to the expectation of his level of performance.

The researcher; believes that sports of Competition Anxiety is particularly important for the players of volleyball seating in the field of sports competition, because of the complaint expressed by the disabled about their feelings of different degrees of anxiety affect the level of performance, while some can understand the control and control the degree of anxiety felt, some The other can not achieve this, and then the performance is negatively affected during competition where they abound, and less control of the accuracy of performance.

-What is the level of Motivation of the Sports Achievement for Volleyball players seating.?

Table (4): Level and Order of dimensions of Motivation of the Sports Achievement for Volleyball players seating (n=96)

N	Dimensions	Mean	Standard Deviation	Percentage	Level	Order
1	pursuit of excellence and success	4.20	0.35	84.00	Very High	2
2	fear of failure	3.96	0.57	79.20	High	4
3	competition	3.81	0.59	76.20	High	5
	perseverance and struggle	4.27	0.39	85.40	Very High	1
	planning for the future	3.98	0.62	79.60	High	3
	Total	4.04	0.24	80.80	High	

Table (4) shows; that the level of Motivation of the Sports Achievement of volleyball players seating (High) with an Mean of (4.04) and a percentage (80.80), and a dimension level (persistence and struggle), (pursuit of excellence and success) (very high) with Mean (4.27) (4.20) percentages (85.40%): (84.00%) respectively, while the level of dimensions (planning for the future), (fear of failure) and (competition) (high) with arithmetic averages ranging from (3.98): (3.81) percentages ranging between (79.60): (76.20).

These results are consistent with the findings of **AbuSaif, H. (2018);** which showed the excellence of the research sample on the motivation measure of the Sports achievement of volleyball players with high motivation achievement achievement; while these results differ with the study of **Abboud, S. & Mohamed, R. (2017);** that the players of long short runs have a weakness in the motivation of sports achievement.

The researcher; attributes these results to the more motivation of the Sports achievement in the research sample, the more their attitudes towards winning or goal, and possessing a degree of self-confidence, which is one of the indicators of the distinctive psychological state of the player and one of the main determinants of reaching the highest levels and achieve the centers and score results in games And tournaments.

This result, according to **Allawi, M. (2002);** that the motivation of sports achievement contributes to the goals of disabled athletes ambitious to succeed and win and achieve sports tournaments, by improving his level so that he can gradually reach the highest levels of sports without being blocked Obstacle or Obstacle A stumbling block stands in the way of progressing or leveling it

down in the middle of the road and hindering it from sports.

Amer, A. (2008) and Ghobari, T (2008); that the motivation of achievement is a semi-constant psychological character of individuals and one of the fundamental changes that determine the activity of the individual's performance in order to achieve a degree of achievement, so it remains the will and determination of the player On achievement and his eagerness to win and succeed the point of separation in excellence as it is the driving force of athletic behavior towards practice, participation and excellence.

This is consistent with what **Allawi, M. (1998a), Annan, A (1995) and santrock, J. (2003);** have indicated that players with high achievement motivation are interested in excellence and set themselves measured goals with calculated risk and interest in goals. Long-term future, have self-confidence, demonstrate a high level of perseverance in performance development, demonstrate some performance in training and competition, and look forward to challenging situations, be realistic in situations that require adventure or risk and take responsibility for what they do of work.

-What is the relationship between psychological Steadfastness and Competition Anxiety For Volleyball players seating?.

Table (5): Correlation coefficients between psychological Steadfastness and Competition Anxiety for Volleyball players seating (n=96)

N	psychological Steadfastness		Competition Anxiety			
			Cognitive anxiety	Physical anxiety	Self-confidence	Total
1	Personal competence	(r) Value	-0.30	-0.22	0.34	-0.29
		Sig.	0.003	0.031	0.001	0.004
2	Psychological solidity	(r) Value	-0.43	-0.09	0.40	-0.06
		Sig.	0.000	0.375	0.000	0.547
3	Ability to achieve goals	(r) Value	0.40	-0.27	0.51	-0.59
		Sig.	0.000	0.007	0.000	0.000
4	Ability to solve problems	(r) Value	-0.35	-0.10	0.22	-0.07
		Sig.	0.000	0.311	0.031	0.515
5	Social support	(r) Value	-0.28	-0.03	0.30	-0.22
		Sig.	0.01	0.716	0.003	0.031
6	Flexibility	(r) Value	0.01	-0.04	0.48	-0.47
		Sig.	0.913	0.683	0.000	0.000
Total		(r) Value	-0.31	-0.04	0.62	-0.40
		Sig.	0.002	0.704	0.000	0.000

* Correlation is significant at the (0.05) level.

Table (5) shows; there is a correlation between the dimensions of the psychological Steadfastness scale and the dimensions of the list of Competition Anxiety for Volleyball players seating.

Circumstances as a result of building their personalities, which vary from individual to individual when subjected to the same degree of pressure.

These results are consistent with the results of both the study of **Atwa, A. (2003) (15) and Salam, H. (2013);** Success and motivation to avoid failure and the dimensions of anxiety (physical,

cognitive, self-confidence motivation).

This means that individuals who are psychologically Steadfastness and enjoy life satisfaction have the ability to control their behavior or their situations, which leads them to take the initiative to exploit their energies, skills and personal potential to emerge from stressful situations to achieve them gains and success, they believe that their destiny is determined Their successes and their failure to address strongly the situations of anxiety they face before the game, during the game and after the game depends on their abilities and potential.

The results of **Perrault, S. & Maris, D. (1997)**; confirm that a high level of anxiety adversely affects negatively, and self-confidence helps to perform well.

Steinhard, M. & M. Dolbier, C. (2008); reveal the role of psychological Steadfastness in the development of three positive ways of responding to anxiety and stress: Exposure to the compressor position).

Mukhopadhyay, L. (2010); points out that psychological Steadfastness makes individuals regulate their emotional state, helping them to facilitate positive emotions and mitigate or avoid negative emotions such as anxiety and stress.

-What is the relationship between psychological Steadfastness and Motivation of the Sports Achievement For Volleyball players seating?.

Table (6): Correlation coefficients between psychological Steadfastness and Motivation of the Sports Achievement for Volleyball players seating (n=96)

N	psychological Steadfastness		Motivation of the Sports Achievement					Total
			pursuit of success	fear of failure	Compete- tion	Persever- ance and struggle	planning for the future	
1	Personal competence	(r) Value	0.10	0.38	0.02	0.07	0.17	0.31
		Sig.	0.330	0.000	0.826	0.471	0.102	0.002
2	Psychological solidity	(r) Value	0.08	0.06	0.41	0.07	0.18	0.14
		Sig.	0.439	0.582	0.000	0.480	0.085	0.181
3	Ability to achieve goals	(r) Value	0.01	0.11	0.48	0.01	0.24	0.41
		Sig.	0.938	0.287	0.000	0.987	0.019	0.000
4	Ability to solve problems	(r) Value	0.18	0.33	0.08	0.24	0.06	0.02
		Sig.	0.083	0.001	0.440	0.019	0.531	0.861
5	Social support	(r) Value	0.22	0.01	0.08	0.11	0.47	0.38
		Sig.	0.032	0.993	0.445	0.293	0.000	0.000
6	Flexibility	(r) Value	0.25	0.02	0.22	0.35	0.44	0.06
		Sig.	0.015	0.879	0.031	0.000	0.000	0.560
Total		(r) Value	0.02	0.04	0.11	0.08	0.21	0.039
		Sig.	0.854	0.735	0.284	0.445	0.010	0.706

* Correlation is significant at the (0.05) level.

Table (6) shows; there is a correlation between the dimensions of the psychological Steadfastness scale and the dimensions of the Motivation of the Sports Achievement for Volleyball players seating.

These results are consistent with the study of **Shilpa, S. & Srimathi, N. (2015), Ahmed, A. (2016), Abboud, S. & Mohamed, R. (2017), Sherzad, A. (2017)**; Correlation between psychological Steadfastness and Motivation of the Sports Achievement among Long and Short Jogging Players.

The researcher; attributes these results to the fact that the disabled practice of sport in general helps them to gain confidence in themselves and create the elements of will and determination, as well as a goal through which they can overcome difficulties and challenge the pressures and generate motivation of achievement and rise to the best levels and achieve results and achievements worth recognizing their existence as a national element Has full rights to belong and community participation.

The researcher; believes that one of the most important emotional and mental responses that enable the individual to adapt positively to the attitudes and challenges of competition is the enjoyment of a degree of psychological Steadfastness, which is a process of good consensus to face these challenges, which helps him to bear the burdens of competition and difficulties through a set of personal characteristics That qualifies the individual to withstand such patience and challenge and the ability to control and self-control to face the challenges of competition.

This is supported by the study results of **AlWakil, H. (2015)**; which indicated that psychological resilience can be predicted through these psychological variables.

In According to foregoing, the need for the disabled to be able to exercise psychological resilience and the flexibility that it entails may provide the means to avoid risks, and the elements it contains, the foremost of which is the ability to recover from adversity and adversity (**Danet, J. & Sean, J. 2003**).

Conclusions:

Based on the results of the research, and in view of methodology, within the sample, data collection tools and statistical methods, the researcher provides the following conclusions:

- The psychological Steadfastness scale of volleyball players consists of (48) words distributed over (6) dimensions.
- Characterized the measure of the psychological Steadfastness of the volleyball players seating coefficients of validity and reliability high and the scale is valid to identify the level of psychological Steadfastness of the players.
- Distinguished volleyball players seating level of psychological Steadfastness medium.
- The level of Competition Anxiety the players of volleyball seating medium.
- Distinguished volleyball players seating level of high achievement motivation.
- A correlation between psychological Steadfastness and the Motivation of the Sports Achievement for volleyball players seating.
- There is a correlation between psychological Steadfastness and Motivation of the Sports Achievement for volleyball players seating.

Recommendations:

In view of aim, questions of research, Approach and sample of the elderly, the researcher provide recommendations as follows:

- The need to urge the handicapped players during training on psychological Steadfastness and motivation of sports achievement to face the different circumstances of the nature of sports competitions.
- Holding seminars and workshops aimed at sensitizing volleyball players to the importance of psychological Steadfastness in order to enjoy a healthy and positive mental health.
- Preparation of guidance programs to raise the motivation of sports achievement and reduce the level of anxiety of sports competition among the players on an ongoing basis and renewed.
- Activate the role of psychological counseling in sports clubs to help disabled players to

overcome the psychological crises they are going through during training and sports competitions.

- Conducting comparative studies in research variables among the disabled in terms of the following variables (sex - age stages - sports activities).
- Emphasizing the support of the administrators of the Egyptian Paralympic Committee to provide integrated care for the disabled players, psychologically, socially and athletically, and to provide all services that help them according to their abilities and capabilities to work to achieve compatibility and psychological Steadfastness.

References:

1. Abboud, S. & Mohammed, R. (2017), Psychological steadfastness and its relationship to the motivation of athletic achievement among the players of long and short running "deaf and dumb", *Journal of Physical Education Sciences*, Vol. 10.
2. AbdelGawad, M. (2004), *Positive Psychology "What is its Theoretical Perspectives and Future Prospects"*, Institute of Psychological Sciences, Egypt. . PP: (34).
3. AbouSeif, H. (2018), Building the Motivation Scale of Sports Achievement for Volleyball Players in Assiut Governorate, *Journal of Physical Education Science and Arts*, Vol (2), Issue (46), Faculty of Physical Education, Assiut University, March.
4. Ahmed, H. (2016), Psychological Resilience and its Relationship with Life Satisfaction among Adolescents, *Journal of Scientific Research in Education, Girls' College of Arts, Sciences and Education*, Vol. 1, No. 17, Ain Shams University.
5. AlHaramleh, A. (2016), The level of anxiety of sports competition in a sample of athletes, *Scientific Journal of Physical Education and Sport Sciences*, No. (78), Faculty of Physical Education for Boys, Helwan University
6. Alhourri, M. (2012), Physical Self-Realization of Physically Handicapped Athletes and their Relationship with Athletic Competition Anxiety in Athletics Competitions in the Republic of Yemen, *Journal of Sports Innovation*, Issue No. 7, Institute of Physical and Sports Science and Technology.
7. Allawi, M. (1998a), *Introduction to Sports Psychology*, Center for Publishing, Cairo. PP: (379).
8. Allawi, M. (1998b), *Encyclopedia of psychological tests for athletes*, the book Center for Publishing, Cairo. PP: (250: 259).
9. Allawi, M. (2002), *Psychology of training and sports competition*, Dar al-Fikr al-Arabi, Cairo. PP: (135, 142).
10. Allawi, M. (2012), *Psychology of Sport and Physical Practice*, Madani Press, Cairo. PP: (167).
11. Amer, A. & Mohamed, R. (2008), *Motor Disability*, Thebes Foundation for Publishing and Distribution, Cairo. PP: (13).
12. Amer, S. (2008), *the Psychology of Football*, Dar Al-Diaa for Printing and Design, Najaf Iraq. PP: (211).
13. Annan, M. (1995), *The Psychology of Physical Education and Sports (Theory, Practice and Experimentation)*, Dar Al Fikr Al Arabi, Cairo. PP: (356).
14. Atwa, A. (2003), *A motivational relationship of achievement with the concern of sports competition among volleyball players*, Master Thesis, unpublished, Faculty of Physical Education for Boys, Zagazig University.
15. Bäumler, G. (2009), *The dawn of sport psychology in Europe, Early pioneers of a new branch of applied science*. Lincoln, University of Nebraska Press. PP: (147).
16. Chamoun, M. (2002), *Psychological guidance and counseling in the sports field*, The Book Center for Publishing, Cairo. PP: (191).
17. Danet, J. & Sean, J. (2003), *Developing resilience in children who are in public care: The educational psychology perspective*. *Educational Psychology in Practice*, 19 (1).
18. Darwish, W. (2007), *The Contributions of Sports Psychology to Sports Activities*, Dar Al Wafaa for Printing and Publishing, Alexandria. PP: (41).
19. ElWakeel, H. (2015), *Some Psychological Factors Predicting Psychological Resilience*

- among a Sample of University Students, Unpublished Master Thesis, Menoufia University, Egypt.
20. Fawzy, A. (2006), Principles of Sports Psychology: Concepts - Applications, (2), Dar Al Fikr Al Arabi, Cairo. PP: (284).
 21. Fredrickson B. & Tugade, M. (2004), Resilient Individuals Use Positive Emotions to Bounce Back from Negative Emotional Experiences, Journal of Personality & social Psychology, 86(2).
 22. Ghabbari, T. (2008), Motivation "Theory - Practice", Dar Al-Masirah for Publishing, Distribution and Printing, Amman. PP: (187).
 23. Giligan, R. (2006), Adversity, resilience and young people: The protective value of positive school and spare time experiences. Children and Society. PP: (37).
 24. Halvari H. & Thomassen, O. (1996), Achievement motivation and avolvement in sports competition-perceptmot skills dec. PP: (24).
 25. Josepha, p. (2004), Positive psychology in practice. Hoboken, NJ: John Wiley & Sons Inc. PP: (669).
 26. Khalifa, I et al. (2008), Mathematical Psychology: Fundamentals, Theoretical Principles and Contemporary Directives, Dar Al-Fikr Al-Arabi, Cairo. PP: (187).
 27. Lundman, B. (2007), Psychometric properties of Swedish version of the resilience scale. Scandinavian Journal of Caring Science, 21(2) . PP: (237).
 28. Mohamed, A. (2005), The Psychology of Confronting Stress in the Sports Field, (I-2), Cairo, Book Center for Publishing. PP: (57).
 29. Mukhopadhyay, L. (2010), Development of resilience among school children against violence. Procedia Social and Behavioral Sciences, 2. PP: (426).
 30. Ness, M. (2013), Happiness, daily stress and resilience in adolescents. (Master thesis). Orwegian University of Science and Technology, Norway.
 31. Perrault, S. & Marisi, D. (1997), A test of Multidimensional Anxiety theyry with male wheelchair baskt bal players, Adapted Actiivity, 14.
 32. Salam, H. (2013), The reality of the concern of sports competition and its relationship with the motivation of sports achievement in tennis players in Jordan, Master Thesis, Yarmouk University, Jordan.
 33. Santrock, J. (2003), Psychology, McGraw Hill, Boston. PP: (14).
 34. Schure, M. & Odden, M and Goins R. (2009), the association of resilience with mental and physical health among older American Indians: the native elder cure study centers for American Indian and Alaska native health .20 (2). PP: (27: 41).
 35. Sherzad, A. (2017), Motivation of achievement and its relationship to the psychological security of the players of the youth table tennis team for the disability challenge, Journal of Physical Education Sciences, Vol (10), Issue (7), Faculty of Physical Education, University of Babylon.
 36. Shilpa, S. & Srimathi, N. (2015), Role of Resilience on erceived tress among Pre University and Under Graduate Students. The International Journal of Indian Psychology, 2(2).
 37. Smith, B., Dalen, J. (2008), Wiggins,K., Tooley, E., Christopher,P., & Bernard, J.: The brief resilience scale: Assessing the ability to bounce back, International of Behavioural Medicine, 15. PP: (194).
 38. Stein, M. (2005), Resilience and young people leaving care: overcoming the odds, Research Report, Joseph Rowan tree Foundation York. PP: (3).
 39. Steinhard, M. & Dolbier, C. (2008), Evaluation of a resilience intervention to enhance coping strategies and protective factors and decreased symptomatology .Journal of American College Health, 56(4).