



The Effect of a Psychological Counseling Program to reduce irrational ideas and the causal attribution of the coaches of the gymnasium sports care center

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Abstract:

The research aimed to prepare a psychological counseling program for the coaches of the Sports Care Center in the gymnasium, and to learn about the impact of the psychological counseling program in reducing irrational ideas and causal attribution of the coaches of the Sports Talent Care Center in the gymnasium, to assume that there are statistically significant differences between the results of the tribal and posttests of the research group Experimental in the scale of irrational ideas, and there are statistically significant differences between the results of the tribal and posttests of the experimental research group in the scale of the causal attribution scale, The experimental approach was adopted by designing one experimental group, and the current research problem population was represented by coaches of various categories at the National Center for Nurturing Sports Talent in Gymnastics in Baghdad, a total of (18) coaches for the adult (2023/2024) sports season. The main research sample for application was chosen from them intentionally using a survey method. The number of the procedural research group, whose arithmetic mean exceeded the hypothesized mean for the scales of irrational thoughts and causal attribution, reached (12) trainers to represent the experimental research group with a percentage of (66.667%) of their community of origin. The research procedures for building the two measurement tools of the paper-and-pencil type also required selecting a similar sample from outside the boundaries of the problem. The research procedures concerned them with verification of scientific conditions and statistical analysis, and (43) coaches from clubs in the capital, Baghdad, were chosen for them. And after the completion of the construction of the two scales, (7) counseling sessions were prepared and applied in the research experience on the experimental group coaches, and then tackled their results with a system (SPSS), and the conclusions were that the irrational ideas and the causal attribution of the coaches of the gym gynecology center enjoyed the conditions and scientific transactions to accept tools Sikomity measurement in sports psychology, and the preparation of the psychological counseling program based on reducing the level of irrational ideas and

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causal attribution is suitable for the coaches of the Sports Talent Care Center in the gymnasium, and the psychological counseling program helps in reducing the level of irrational ideas and the causal attribution of the coaches of the Sports Care Center in the gymnasium, As for the research recommendations, it is necessary that it is necessary to pay attention to the gymnasium measurement according to the determinants of mathematical psychology to track the condition of the coaches of the Sports.

Keywords: psychological counseling program, irrational ideas, causal attribution, the coaches of gymnasium.

Introduction:

The nature of the relationship between gymnastics coaches at the Center for Sports Talent Development, along with the surrounding administrators, players, and peers, generates various responses that arise from their thinking patterns regarding events. Additionally, different events impose varying levels of pressure, requiring them to confront and adapt to these challenges .

"Emotional experiences in sports significantly influence individuals by mediating their perception of self-efficacy in controlling their emotions and the resulting behaviors." (Al-Masri, 2012, p. 20)

Moreover, "it is certain that emotions play an important role in guiding human thought and behavior, determining the individual's relationship with the external world. The psychological heritage, both ancient and modern, is rich with topics indicating a mutual interaction between an individual's feelings and their psychological structure (or personality). Wardeell & Royce presented a series of studies confirming the extent to which human personality is affected by the emotional system of a person." (Maghree, 2008, p. 4)

Mahmoud notes that "Ibn Khaldun emphasizes that human capacity for thinking and rationality are the most distinctive and unique characteristics of humanity. He indicates in his introduction that these traits distinguish humans from others through their specific thinking and thought processes." (Al-Dawoodi, 2004, p. 105)

It is clear that "each individual has their own unique thinking style, making it difficult to predict how others think." (Al-Atoom, 2004, p. 79)

Additionally, "humans are naturally positive thinkers; if they are in a positive environment, they behave positively. However, if they find themselves in a negative environment, it will adversely affect their positive thinking." (Bailis & Seligman, 2009, p. 13)

Zainab points out that "Allport presented a positive perspective regarding humanity, considering humans as active and rational beings. He asserted that as individuals mature, they progress in making choices and alternatives in their behavior and goals, viewing present and future events as having the greatest influence on human behavior. He also granted humans the ability to plan for the future and considered them in a state of constant becoming, always moving forward towards their future aims and objectives. Moreover, Rogers believes that humans are rational beings that move forward with an innate tendency for growth and goal achievement, working towards fully realizing their potentials in the future." (Al-Asadi, 2017, pp. 29-31)

The researcher believes that the nature of the professional training work for coaches at the Sports Talent Development Center for gymnastics requires a renewal of thought and interaction with the training environment. The objectives of this environment are to help athletes achieve

advanced positions, whether competitive or to enhance their training status in accordance with their specific sports talents. This drives these coaches to generate irrational ideas to face the tasks assigned to them in order to maintain their positions in continuing to train this group. This is characterized by varying motivations, exaggeration, and unreasonable optimism about the future results of their players, without taking into account the available training resources and the requirements for participation in leagues or foreign friendly matches. Such attitudes negatively impact the nature of their training work and its future in this center.

Furthermore, "building an individual's psychology to change many irrational ideas that lead to pessimism and helping them cope with situations and psychological threats depends on their ability to visualize or to gradually confront the frightening situation, or to establish a successful alternative, or to refute a negative, irrational idea." (Al-Bilawi, 2015, p. 19)

Irrational thoughts are defined as "incorrect and illogical ideas that include binary and catastrophic thinking about matters and objects, in addition to trivializing and exaggerating events in many life situations." (Covino, 2018, p. 303)

Moreover, "numerous studies have shown that irrational thoughts increase disturbances and lead to a diminished ability to deal with problems." (Oraki & Others, 2018, p. 177)

" Through his research, Ellis was able to identify eleven irrational ideas that are responsible for the majority of the psychological disorders and problems individuals face. These ideas are: the demand for approval, the pursuit of personal perfection, severe self-blame and blame of others, expecting disasters and catastrophes, emotional recklessness and indifference, excessive anxiety, avoiding dependency problems, feelings of helplessness, distress over others' troubles, and the final idea of seeking complete solutions." (Ellis, 2004, P: 26)

" The task of thinking lies in finding appropriate solutions to the pressing theoretical and practical problems an individual faces in nature and society. This task is constantly renewed, which drives the continuous search for new methods and techniques to overcome difficulties and obstacles. Therefore, thinking as a cognitive process is an essential element in the cognitive mental structure that an individual possesses. It is characterized by its social nature and by its systematic function, which allows it to interact with the constituent elements of this structure—it affects and is affected by other cognitive processes such as perception, conception, and memory. It also influences and is influenced by aspects of the individual's emotional, affective, and social personality." (Rizouqi et al., 2019, p. 11)

The researcher believes that the presence of irrational thoughts among the trainers in the study may lead them to an intensified emotional state in an attempt to validate the rationality of these irrational thoughts. In the case of their inability to confront reality, they display illogical justifications to justify the failure of these thoughts, which represents a state of learned helplessness resulting from interaction with events.

Causal attribution is defined as "a type of resignation that arises as a reaction to the continuous problems and frustrations an individual faces, making them feel negativity, weakness, and the belief that whatever they do will not yield the desired result." (Al-Tal and Al-Harbi, 2014, p. 52)

Causal attribution is also defined as "a psychological state in which three main types of disorder appear: cognitive disorder, characterized by the individual's weakened ability to learn from past experiences; motivational disorder, reflected in the individual's low motivation to try to control events, leading to resignation to failure, negativity, and lack of desire to try

again to achieve or get closer to the goal; and emotional disorder, represented by negative emotions such as anxiety and anger, and possibly indicators of depression due to the individual's reduced ability to control events." (Seligman, 2009, P: 18-33)

Certain characteristics of individuals with causal attribution can be clarified as follows (Al-Farhati, 2009, p. 28):

- A lack of feedback, which would help the individual adjust, change, or continue adhering to suitable plans to achieve desired goals.

- An absence of integration between the ego and the superego, which leads to an inability to achieve desired goals.

" Causal attribution transforms from a practice into a state when an individual perceives that the events or situations they encounter occur beyond their control. No matter how much effort they put in, their attempts will end in failure. This experience does not end there; it leads the individual to a stage or point of feeling oppressed by environmental demands, resulting in a failed attempt to achieve a desired outcome." (Rabee, 2009, p. 22)

Psychological counseling is defined as "a private meeting in which the counselor listens and attempts to understand the client, identifying what behavioral changes can be made in a way the client chooses and approves. The client must have a problem, and the counselor must have the skill and experience to work with the client to reach a solution." (Ibrahim, 2016, p. 10)

Given the limitations of sports psychology to reduce negative psychological phenomena, reliance must be placed on counseling programs that are based on diagnosing the weaknesses that elevate these phenomena. Due to the lack of specialized measurement tools for gymnastics coaches to assess irrational thoughts and causal helplessness, it is not possible to definitively determine their presence within this group of coaches. However, through the researcher's repeated visits to the Sports Talent Development Center to which these gymnastics coaches belong, she observed excessive self-praise regarding their coaching abilities, overconfidence in their players' futures, and an expectation of disasters that prevent the fulfillment of these expectations. This results in an emotional reaction due to their illogical predictions. This issue requires addressing through academic studies in sports psychology based on the observed behavioral disturbances, thereby shaping the research problem, which aims to answer the following questions:

1 .What is the level of irrational thoughts among gymnastics coaches at the Sports Talent Development Center?

2 .What is the level of causal attribution among gymnastics coaches at the Sports Talent Development Center?

3 .Do psychological counseling programs positively affect the reduction of both irrational thoughts and causal attribution among gymnastics coaches at the Sports Talent Development Center?

Thus, this research aims to develop a psychological counseling program for gymnastics coaches at the Sports Talent Development Center and to examine the program's effect in reducing irrational thoughts and causal attribution among these coaches. The researcher hypothesizes that there are statistically significant differences between the results of the pre- and post-tests of the experimental group on the irrational thoughts scale, as well as statistically significant differences between the pre- and post-tests on the causal attribution scale.

Method and Procedures:

Based on the parameters of the current research problem, the experimental research method with a one-group pretest-posttest design was adopted. The experimental research method is defined as “controlling the independent variable under specific conditions to influence changes in the dependent variable from one state to another without interference from extraneous variables” (Kahalalah, 2023, p. 98).

The research population consisted of coaches of various categories at the National Sports Talent Development Center for gymnastics in Baghdad, totaling 18 coaches actively training during the 2023/2024 sports season. These coaches were studied because they represent the boundaries of the community identified within the research problem. The main research sample for application was purposefully selected from this group using an operational survey method. Those who exceeded the hypothetical mean on the scales of irrational thoughts and causal attribution, once fully developed, numbered 12 coaches, representing 66.667% of the original population as the experimental group. The remaining six coaches from this community served as the pilot sample, representing 33.333%.

The research procedures required the construction of paper-and-pencil measurement tools, necessitating the selection of a comparable sample outside the research boundaries to verify scientific conditions and conduct statistical analysis. A total of 43 coaches from 14 other talent centers were selected, meeting the condition that the number of the construction sample exceed that of the main application sample within these specified communities. Due to the lack of specialized measurement tools for the studied psychological phenomena, the researcher developed the scales specifically for the gymnastics coaches at the Talent Development Center. A total of 22 items were prepared for the irrational thoughts scale, and 20 items for the causal attribution scale, based on the theoretical framework for these psychological phenomena and adapted to suit this group of coaches in accordance with the criteria of measurement and evaluation in sports psychology. Each scale item provided three response options: "Always applies to me," "Sometimes applies to me," and "Never applies to me," with scoring keys of 3, 2, and 1, respectively. A higher score on each scale indicates an undesirable level of the phenomenon.

The steps for developing the scales were as follows:

After determining the name and purpose of each scale, the researcher prepared two paper-based survey questionnaires, incorporating preliminary versions of each scale under investigation. These were reviewed by 21 experts in sports psychology, testing and measurement, and gymnastics, with over 80% agreeing to retain the items, response options, scoring keys, and scale instructions without any deletions, modifications, merging, or additions to the content of the items. Thus, both scales achieved face and content validity.

The scales were then piloted with the six coaches in the pilot sample to anticipate any potential challenges and to ensure clarity of the items and instructions for the respondents. Additionally, the average time to complete each scale was recorded for organizational purposes: 6 minutes for the irrational thoughts scale and 5 minutes for the causal attribution scale.

The researcher verified the items' discriminative power by applying both versions of the scales to the construction sample used for statistical analysis, which consisted of 43 coaches. Their scores were arranged in descending order for each item on each scale, and the top and bottom 27% groups, which amounted to 11.61 for each group (rounded to 12), were selected.

This made 12 participants in each of the upper and lower groups. Statistical analysis was then conducted on the differences between these two groups using the independent samples t-test. The procedures were performed systematically with separate statistical treatments, as shown in the results of Tables 1 and 2 b

Table (1) shows the discriminatory ability results for the items of the irrational thoughts scale for "gymnastics coaches"

Discrimination	Difference	(Sig)	(t)	± Standard deviation	Arithmetic mean	Number	Group	Statement
Distinct	Indicative	0.001	3.964	0.515	2.42	12	High	1
				0.515	1.58	12	Low	
Distinct	Indicative	0.000	7.587	0.492	2.33	12	High	2
				0.289	1.08	12	Low	
Distinct	Indicative	0.000	7.091	0.522	2.5	12	High	3
				0.389	1.17	12	Low	
Distinct	Indicative	0.000	6.633	0.492	2.67	12	High	4
				0.492	1.33	12	Low	
Distinct	Indicative	0.000	6.739	0.515	2.58	12	High	5
				0.452	1.25	12	Low	
Distinct	Indicative	0.000	10.761	0.452	2.75	12	High	6
				0.289	1.08	12	Low	
Distinct	Indicative	0.000	6.289	0.452	2.25	12	High	7
				0.389	1.17	12	Low	
Distinct	Indicative	0.001	3.647	0.515	2.42	12	High	8
				0.492	1.67	12	Low	
Distinct	Indicative	0.000	6.739	0.515	2.58	12	High	9
				0.452	1.25	12	Low	
Distinct	Indicative	0.000	8.279	0.389	2.83	12	High	10
				0.492	1.33	12	Low	
Distinct	Indicative	0.000	5.117	0.522	2.5	12	High	11
				0.515	1.42	12	Low	
Distinct	Indicative	0.000	8.224	0.289	2.92	12	High	12
				0.522	1.5	12	Low	
Distinct	Indicative	0.000	8.279	0.492	2.67	12	High	13
				0.389	1.17	12	Low	
Distinct	Indicative	0.000	8.124	0.452	2.75	12	High	14
				0.452	1.25	12	Low	
Distinct	Indicative	0.000	7.603	0.389	2.83	12	High	15
				0.515	1.42	12	Low	
Distinct	Indicative	0.000	5.267	0.515	2.42	12	High	16
				0.492	1.33	12	Low	

Distinct	Indicative	0.000	8.802	0.289	2.92	12	High	17
				0.515	1.42	12	Low	
Distinct	Indicative	0.000	7.603	0.515	2.58	12	High	18
				0.389	1.17	12	Low	
Distinct	Indicative	0.000	6.289	0.452	2.25	12	High	19
				0.389	1.17	12	Low	
Distinct	Indicative	0.000	7.34	0.492	2.67	12	High	20
				0.452	1.25	12	Low	
Distinct	Indicative	0.000	6.268	0.452	2.75	12	High	21
				0.522	1.5	12	Low	
Distinct	Indicative	0.000	5.631	0.522	2.5	12	High	22
				0.492	1.33	12	Low	

"The item is considered significant if the (Sig) value is (0.05) at the significance level of (0.05) with 22 degrees of freedom."

Table (2) shows the results of the discriminatory ability for the items of the causal attribution " ".scale for gymnastics coaches

Discrimination	Difference	(Sig)	(t)	± Standard deviation	Arithmetic mean	Number	Group	Statement
Distinct	Indicative	0.000	4.025	0.515	2.58	12	High	1
				0.389	1.83	12	Low	
Distinct	Indicative	0.000	7.824	0.515	2.42	12	High	2
				0.289	1.08	12	Low	
Distinct	Indicative	0.000	8.802	0.515	2.58	12	High	3
				0.289	1.08	12	Low	
Distinct	Indicative	0.000	8.124	0.452	2.75	12	High	4
				0.452	1.25	12	Low	
Distinct	Indicative	0.000	8.279	0.492	2.67	12	High	5
				0.389	1.17	12	Low	
Distinct	Indicative	0.000	6.289	0.389	2.83	12	High	6
				0.452	1.75	12	Low	
Distinct	Indicative	0.000	3.317	0.492	2.33	12	High	7
				0.492	1.67	12	Low	
Distinct	Indicative	0.000	4.69	0.522	2.5	12	High	8
				0.522	1.5	12	Low	
Distinct	Indicative	0.000	8.279	0.492	2.67	12	High	9
				0.389	1.17	12	Low	
Distinct	Indicative	0.000	10.761	0.289	2.92	12	High	10
				0.452	1.25	12	Low	
Distinct	Indicative	0.000	6.078	0.515	2.58	12	High	11
				0.492	1.33	12	Low	

Distinct	Indicative	0.000	6.739	0.452	2.75	12	High	12
				0.515	1.42	12	Low	
Distinct	Indicative	0.000	10.761	0.452	2.75	12	High	13
				0.289	1.08	12	Low	
Distinct	Indicative	0.000	10.488	0.389	2.83	12	High	14
				0.389	1.17	12	Low	
Distinct	Indicative	0.000	4.599	0.389	2.17	12	High	15
				0.492	1.33	12	Low	
Distinct	Indicative	0.000	6.268	0.522	2.5	12	High	16
				0.452	1.25	12	Low	
Distinct	Indicative	0.000	5.267	0.515	2.42	12	High	17
				0.492	1.33	12	Low	
Distinct	Indicative	0.000	9.192	0.452	2.75	12	High	18
				0.389	1.17	12	Low	
Distinct	Indicative	0.000	4.457	0.492	2.33	12	High	19
				0.515	1.42	12	Low	
Distinct	Indicative	0.000	6.078	0.515	2.58	12	High	20
				0.492	1.33	12	Low	

The item is considered significant if the (Sig) value is (0.05) at the significance level of (0.05) with 22 " " degrees of freedom

"

Continuing with the statistical analysis of the items of both scales, the internal consistency validity was verified using statistical treatments for their application scores on a sample of 43 coaches.

This was done by calculating the simple Pearson correlation coefficients between the score of each item and the total score of the scale it belongs to, as shown in the results of Tables (3) and (4)

":below

".Table (3) shows the internal consistency of the irrational thoughts scale for gymnastics coaches"

(Sig)	The correlation " values between the item score and the total score of the ".scale	s	(Sig)	The correlation " values between the item score and the total score of ".the scale	s
0.000	0.669	12	0.000	0.701	1
0.000	0.701	13	0.000	0.657	2
0.000	0.875	14	0.000	0.711	3
0.000	0.682	15	0.000	0.672	4
0.000	0.811	16	0.000	0.799	5
0.000	0.806	17	0.000	0.703	6
0.000	0.755	18	0.000	0.751	7
0.000	0.811	19	0.000	0.833	8
0.000	0.807	20	0.000	0.668	9
0.000	0.632	21	0.000	0.854	10
0.000	0.798	22	0.000	0.809	11

The item is considered consistent if the (Sig) value is (0.05) at the significance level of (0.05) "with 41 degrees of freedom

".Table (4) shows the internal consistency of the causal attribution scale for gymnastics coaches"

(Sig)	The correlation " values between the item score and the total score of the ".scale	s	(Sig)	The correlation " values between the item score and the total score of ".the scale	s
0.000	0.635	11	0.000	0.606	1
0.000	0.919	12	0.000	0.831	2
0.000	0.663	13	0.000	0.659	3
0.000	0.712	14	0.000	0.729	4
0.000	0.733	15	0.000	0.652	5
0.000	0.812	16	0.000	0.743	6
0.000	0.691	17	0.000	0.819	7
0.000	0.877	18	0.000	0.805	8
0.000	0.781	19	0.000	0.714	9
0.000	0.856	20	0.000	0.666	10

⊗ "The item is considered consistent if the (Sig) value is (0.05) with degrees of freedom $n - 2 = (38)$ and a significance level of (0.05) . Statistical reliability of both scales under investigation was verified by using their application scores on a sample of 43 coaches, through the calculation of the Cronbach's Alpha coefficient. The coefficient was found to be 0.819 for the irrational thoughts scale and 0.822 for the causal attribution scale, with a significance level of (0.05) and 41 degrees of freedom .

⊗ To assess the suitability of the scales for gymnastics coaches, the scores of the sample were statistically verified by calculating the indicative normal distribution coefficient, as shown in the results of Table":(5)

"Table (5) shows the final statistical parameters and the values of the normal distribution for the two scales".

Skewness	Standard deviation	Mean	"Total score"	"Number of items"	"Number of coaches in the sample"	"Name of the scale"
0.587	1.12	34.28	66	22	43	"Irrational Thoughts Scale for Gymnastics Coaches"
0.169	1.351	35.47	40	20	43	"Causal Attribution Scale for Gymnastics Coaches"

"Normal distribution symmetry, with the condition that the skewness value should be between +1 and -1."

After completing the construction of both scales in their final forms (Appendices 1 and 2), with a total score for the Irrational Beliefs Scale ranging from 22 to 66 and a hypothetical mean of

44, and a total score for the Attribution Scale ranging from 20 to 60 with a hypothetical mean of 40, it was observed that the higher a coach's score on these scales, the higher the level of the undesired trait they exhibited.

The researcher initially applied these scales to the original research population of 18 coaches to identify those whose levels of the two traits exceeded the hypothetical mean for each respective scale. Based on this, 12 coaches were selected for the primary application sample (the experimental research group), as they displayed varying degrees of these two undesirable traits. This number was significant in comparison to their total population and warranted further study. Additionally, this diagnostic measurement was used to design the psychological counseling program sessions, which aimed to reduce irrational beliefs and causal attribution tendencies among the gymnastics coaches at the National Center for Sports Talent Development. Each counseling session in the program included three items from each scale.

The steps in developing the counseling program plan included the following:

- Identifying the specific needs for reducing the level of irrational beliefs and causal attribution among gymnastics coaches at the National Center for Sports Talent Development.

- Selecting the priorities for reducing irrational beliefs and causal attribution among these coaches.

- Defining and writing the objectives of the psychological sports counseling program, aimed at reducing irrational beliefs and causal attribution among these coaches.

- Developing strategies and techniques to achieve the goals of the sports psychological counseling program, focusing on clarity in presentation and minimizing detailed explanations during the counseling sessions.

- Evaluating the outcomes of the psychological sports counseling program aimed at reducing irrational beliefs and causal attribution among these coaches.

- Implementing the applications of the psychological sports counseling program.

The application of the counseling sessions in this program, aimed at reducing irrational beliefs and causal attribution among gymnastics coaches at the National Center for Sports Talent Development, proceeded as follows:

- 1 .Prepare a dedicated space for the gymnastics coaches at the National Center for Sports Talent Development, ensuring comfort in a quiet atmosphere and eliminating any distractions or factors that may interfere with the counseling environment and information reception.

- 2 .The duration of each counseling session was 25 minutes.

- 3 .The total number of counseling sessions was 7, with one session held each week on Saturdays, during their training days at the National Center for Sports Talent Development.

- 4 .The counseling sessions of the program aimed at reducing irrational beliefs and causal attribution levels among the gymnastics coaches at the National Center for Sports Talent Development were conducted over a period of 7 weeks.

- 5 .The counseling sessions included two primary psychological counseling components aimed at reducing irrational beliefs and causal attribution through the following applications:

- Challenging Irrational Beliefs: Using evidence and logic to question these beliefs and prove their inaccuracy.

- Replacing Irrational Beliefs: Substituting irrational thoughts with more realistic and positive ones.

- Challenging Unhealthy Patterns: Discussing unhelpful attribution patterns and analyzing the evidence related to them.

- Adopting More Realistic Attribution Patterns: Encouraging balanced and realistic thinking about causes.
- Self-Awareness Training: Helping coaches increase their awareness of their thoughts and causal attributions.
- Critical Thinking Training: Enhancing the ability to think critically and apply logical analysis.
- Practical Application: Practicing the new strategies in daily life and reviewing outcomes.

The research experiment began with pretests of the two studied phenomena on Saturday, December 2, 2023, using paper-and-pencil tests administered directly to the 12 gymnastics coaches at the National Center for Sports Talent Development. After each coach completed their responses, their answer sheets were collected for data extraction according to the following:

- The weight score for each response option was calculated using a three-point scoring key.
- The total score obtained by each responding coach on each scale was calculated by summing the scores of the item weights.
- The data was organized in paper forms for statistical processing.

Following this, the psychological counseling program aimed at reducing irrational beliefs and causal attribution was implemented from Saturday, December 9, 2023, to Saturday, January 13, 2024. The experiment concluded with post-testing on Sunday, January 13, 2024, under the same conditions and procedures as the pretest. Research results were analyzed using SPSS to calculate percentages, mean scores, standard deviation, skewness coefficient, Pearson correlation coefficient, Cronbach's alpha, and t-tests for both dependent and independent samples.

Phenomena	Unit of measurement	Number	Arithmetic mean	+ Standard deviation	Liveen) ((Sig)	Difference
Irrational Beliefs of "Gymnastics Coaches"	Degree	12	48.67	2.425	0.897	0.528	Not "significant"
Causal Attribution of "Gymnastics Coaches"	Degree	12	51.08	4.055	0.189	0.199	"Not significant"

Table (6) shows the results of the pre-tests for the experimental research group

The variance homogeneity of the experimental group was tested using Levene's test, where the (Sig) value was 0.05 with 11 degrees of freedom."

"Table (7) shows the results of the pre-test and post-test for the experimental research group."

The two phenomena	Unit of measurement	Number	Comparison	Arithmetic mean	+ Standard deviation	F	F h	(t)	(Sig)	Difference
Irrational Thoughts	Degree	12	Pre-test	48.67	2.425	13.75	2.768	17.211	0.000	Indicativ
			Post-test	34.92	1.165					
Causal Attribution	Degree	12	Pre-test	51.08	4.055	15.25	4.957	10.658	0.000	Indicativ
			Post-test	35.83	1.697					

The statistical difference is significant as the (Sig) value is (0.05) with 11 degrees of freedom.

Discussion

Referring to the results presented in Table (7), the positive impact of the experimental variable—the psychological counseling program—becomes evident in reducing the post-test values for both irrational beliefs and causal attribution compared to the pre-test levels of these two phenomena among the gymnastics coaches in the experimental group. The researcher attributes this result to the constructive role of the psychological counseling program, designed to lower levels of irrational beliefs and causal attribution among the gymnastics coaches at the National Center for Sports Talent Development. In the program, the researcher took into account the specific nature of their coaching duties, their relationships with the center's administrators and their athletes, as well as the demands of their training and competitive environment. Fundamental concepts of sports psychology were incorporated into these psychological therapy sessions, which contributed to a shift in the types of thoughts they held, reducing levels of irrational beliefs and causal attribution in the post-tests.

This shift helped reduce their tendency toward irrational thoughts, such as feeling that others were attempting to control their decisions, harboring ill will towards them, impeding their success, suspecting their intentions, disrespecting or mocking their ideas, and perceiving unfairness in the implementation of their ideas. As a result, the coaches displayed a more realistic approach to thinking, based on the available resources and conditions at the center. They became more inclined to share ideas for the collective success of the National Center for Sports Talent Development, minimized their reliance on narcissistic, illogical ideas, and grew more confident in the sincerity of others toward their rational ideas and the presence of noble values.

The researcher also attributes this outcome to the positive role of the counseling program, which aimed to reduce irrational beliefs and causal attribution levels, enabling coaches to overcome discomfort arising from perceived low engagement from the center's administrators and gymnasts or the feeling that others were waiting to criticize their training with talented athletes. The program helped diminish feelings of marginalization, increase their

self-confidence, assume responsibility for their decisions without attributing failures to external sources, strengthen their trust in others, and foster a commitment to serious work in training to achieve their goals. This was facilitated by their attraction to alternative response options that helped reduce the levels of the two studied phenomena.

"An individual's self-esteem, self-perception, self-evaluation, behavior, and awareness of their abilities and potential make them capable of determining their future behavior. When individuals accept themselves, they continue to develop and enhance their abilities and potential. However, if they lack self-acceptance, they tend to direct their energy toward destruction rather than construction. Thus, self-esteem is considered a dynamic component capable of altering, regulating, and controlling individual behavior." (Rabee, 2019, p. 19)

"The ability to accurately perceive emotions in various situations involves staying at the peak of one's reactions to those situations, challenges, and people. On the other hand, high self-awareness requires a willingness to tolerate the impact of emotions that may be negative." (Al-Khalidi, 2014, p. 34)

"External events may not be harmful to the individual by themselves, but the extent of the individual's impact by them and their reactions to these events make them appear as such." (Al-Khateeb, 2014, p. 393)

"Learned helplessness refers to behavioral and physiological outcomes arising from exposure to painful, uncontrollable events. These outcomes do not occur due to the events themselves but are instead caused by a lack of behavioral control." (Al-Farhati, 2012, p. 57)

Learned helplessness is not an inherent trait but rather a result of painful situations encountered and experienced in one's environment. It depends on the individual's readiness and how they handle these experiences, ultimately becoming a condition that is acquired." (Jameel, 2009, p. 91)

"Inner conflicts, desires, and unconscious tendencies are as much concerned with an individual's surrounding reality, particularly the social, cultural, and historical aspects." (Jabr, 2022, p. 477)

"Athletes can practice meditation techniques and concentration exercises to calm the mind and increase awareness of the present moment during training, purposefully directing their senses to focus on breathing, movement, and visual and auditory sensations during their training, thus activating their perceptions while calming the mind to avoid mental fatigue." (Keng & Others, 2011, p. 1043)

"Mental processes are only practiced through training and practice, which work to engage the mind to practice the latent skills within it. Mental growth is highlighted by a rich, stimulating, and healthy environment that contains various experiences, situations, and stimuli." (Hameed, 2007, p. 22)

"The brain captures stable information from the environment in alignment with what an individual expects to see in a given context. However, such processes can be stimulated based on prediction, and this type of perceptual prediction produces mental perceptions by comparing incoming information from the external environment with pre-existing brain schemas." (Abu Seif, 2005, p. 86)

"Psychological counseling can help individuals learn relaxation, meditation, and concentration techniques, improve mental organization and positive thinking skills, and develop strategies to cope with mental distraction and psychological stress." (Piet & Hougaard, 2011, p. 1335)

"The counseling process plays an important role in increasing an individual's awareness, as it is a learning process concerned with modifying people's thoughts, feelings, and behaviors toward themselves, others, and the world in which they live. Thus, a group that undergoes a successful counseling experience experiences growth and development." (Kafafi, 2011, p. 258)

"Positive thinking does not mean overlooking the negative aspects of real life or the difficulties expected to occur. Instead, it involves examining them thoroughly from all perspectives and possibilities, confronting them rather than submitting passively, and without excessive optimism that leads to ignoring reality." (Dendy, 2013, p. 2)

Conclusions

1. The measures for irrational thoughts and causal attribution among coaches at the Center for Gymnastics Sports Talent Care meet the scientific standards and criteria required for accepting psychometric tools in sports psychology

2. The development of a psychological counseling program aimed at reducing levels of irrational thoughts and causal attribution is well-suited for coaches at the Center for Gymnastics Sports Talent Care

3. The psychological counseling program assists in reducing levels of irrational thoughts and causal attribution among coaches at the Center for Gymnastics Sports Talent Care

Recommendations

1. Emphasis on psychometric measurement, according to the guidelines of sports psychology, is essential for monitoring the state of coaches at the Center for Gymnastics Sports Talent Care. This approach is crucial to prevent the escalation of undesirable psychological phenomena and to develop counseling programs aimed at reducing or limiting these phenomena

2. Psychological counseling programs within the applications of sports psychology should be designed based on diagnosing needs and addressing them in ways that align with delivering logical, effective counseling services. Such services should cater to the needs of the coaches by helping them alter beliefs and attitudes that contribute to the emergence of undesirable behaviors in training and competitive environments

Appendix (1) illustrates the final version of the irrational thoughts scale for coaches at the "
".Sports Talent Care Center in gymnastics

S	"Paragraph Statements"	Always " applies " "to me	Sometimes " applies to " "me	Never " applies " "to me
1	I feel that others want to control my decisions " ".at the Talent Care Center			
2	I feel that others want to control my decisions " ".at the Talent Care Center			
3	I feel that others are trying to hinder my " ".success at the Talent Care Center			
4	I feel that others think badly of me at the " ".Sports Talent Care Center			
5	I am certain that if only my ideas were " implemented, success at the Sports Talent Care " ".Center would be inevitable			
6	I believe that I have ideas that could reshape " ".the gymnastics landscape in Iraq			
7	I trust that my ideas are unique and logical, " and they do not require revision to achieve " success and progress at the Talent Care " ".Center			
8	I view the other coaches as accidental " coaches, and they will never reach the " ".eloquence of my ideas			
9	I feel that my ideas are not respected at the " ".Talent Care Center			
10	I have strong confidence in my abilities and " competence to do anything necessary to " achieve victory in competitions, no matter the " ".cost			
11	I believe that the administrators of the center " ".intentionally undermine the value of my ideas			
12	I feel that the administrators of the Sports " ".Talent Care Center mock my ideas			
13	I view the ideas of others as mere quotes with " ".no real value in actual reality			
14	I feel a lack of trust towards others at the " ".Talent Care Center			
15	I feel that justice is just a word for the " administrators of the Sports Talent Care " ".Center			

16	I believe that the administrators of the Sports " Talent Care Center attribute my ideas to ".themselves without any rightful reason			
17	I believe that all the administrators of the " ".Sports Talent Care Center are deceitful			
18	I feel that the smiles of others towards me at " ".the Sports Talent Care Center lack sincerity			
19	I feel that sincerity of intentions is lacking at " ".the Sports Talent Care Center			
20	I feel injustice knowing that the " administrators of the Sports Talent Care Center hold the decisions regarding the renewal of my ".contract			
22	I believe that it is the distant past that brought " me among those who do not deserve my presence at the Sports Talent Care Center in ".gymnastics			
23	I believe that noble values are starting to " disappear at the Sports Talent Care Center in ".gymnastics			

Appendix (2) illustrates the final version of the Causal Attribution Scale for coaches at the " ".Sports Talent Care Center in gymnastics

S	"Paragraph Statements"	Always applies to me	Sometimes applies to me	Never applies to me
1	It bothers me that the administrators of the " Sports Talent Care Center and the gymnasts there have little interaction with the knowledge ".I possess about competition			
2	I feel that many people harbor resentment " ".towards me at the Talent Care Center			
3	I feel that others are looking for mistakes in " ".my training of the talented athletes			
4	I feel that I am not successful in utilizing the " ".art of dealing with others			
5	I believe that the interference of the center's " administrators is the cause of the losses in the ".competitions			
6	I notice that the loss of my athletes in " competitions leads me to exhibit nervous ".behaviors with my family			

7	I believe that the decline in the performance " of the Sports Talent Care Center is due to a lack of trust in the effectiveness of my ".training			
8	I find that no matter how much effort I put " into training, it will not be effective in ".achieving victory with such players			
9	I believe that achieving top positions in " competitions depends more on luck than on the ".actual abilities of the players			
10	I feel marginalized when decisions are made " regarding the participation of the center's ".athletes			
11	I believe that everyone at the center does not " ".deserve to know me			
12	I believe that the opportunities for success in " ".contracts are not equal among the coaches			
13	I expect that my failure in the upcoming " competitions will lead to failure in future ".competitions			
14	I find it difficult to manage unexpected " ".problems in training and competition			
15	I believe that discussing the details of the " upcoming competition in advance is a waste of ".time			
16	I feel dissatisfied when the administrators of " the Sports Talent Care Center focus on my ".information about the competition			
17	I feel comfortable when getting closer to the " decision-makers at the Sports Talent Care ".Center			
18	I feel that the training session duration does " not suit the specific needs of the talented ".gymnasts			
19	The centralization of the instructions at the " ".Sports Talent Care Center restricts me			
20	I only trust my ability to overcome the " ".mistakes of the center's losses in competitions			

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