

SELF-CONCEPT AND ITS RELATIONSHIP TO CREATIVE THINKING AMONG FOOTBALL PLAYERS

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Abstract

This research aims to study the concept of self and its relationship to creative thinking among football players, as the concept of self is one of the basic psychological factors that affect the level of players' performance and decision-making during matches. Creative thinking also represents the player's ability to find unconventional solutions and adapt to the variables of the game. The research relies on scientific methods to measure the relationship between these two variables, which contributes to improving the understanding of coaches and psychological researchers of the mechanism of developing sports performance by enhancing players' self-confidence and stimulating their creative abilities.

Keywords: Performance, abilities, relationship, technical physics, football players.

Introduction

Football performance is the result of the interaction of many physical, technical and psychological factors, where self-concept plays a pivotal role in shaping players' behaviour and their ability to face challenges on the field. On the other hand, creative thinking is an essential skill that enables players to find innovative solutions during matches, such as implementing unexpected tactics or making quick and effective decisions.

This research aims to explore the relationship between self-concept and creative thinking among football players, and to determine the extent to which self-confidence and self-esteem affect players' ability to innovate and make effective decisions during play. It also seeks to provide recommendations to coaches on how to enhance creative thinking by developing positive self-concept among athletes.

Importance of research

The importance of this research stems from the crucial role that psychological factors play in developing athletic performance, as a strong self-concept can give players self-confidence, which is positively reflected in their performance and decision-making on the field. In addition, enhancing creative thinking helps players deal with pressure and perform more effectively.

The importance of the research is evident in several aspects, including:

Enriching sports psychology studies by highlighting the relationship between self-concept and creative thinking.

Provide psychological assessment tools that can be used to measure players' level of creative thinking and self-concept.

Assisting coaches and administrators in developing training programs that focus on enhancing self-confidence and the ability to innovate in the sports field.

Motivating players to adopt positive mental strategies that enable them to improve their athletic performance and overcome challenges.

Research objectives

The research aims to:

Determining the level of self-concept among professional and amateur football players.

Measuring the extent of the influence of self-concept on creative thinking in sports performance.

Analysis of the relationship between self-confidence and innovation in decision-making on the field.

Proposing psychological and training strategies that help develop creative thinking among players by improving self-concept..

Comparing the effect of self-concept on creative thinking among soccer players in team and individual sports

Research problem

The research problem is represented in the following question:

How does self-concept affect creative thinking among football players, and how can this relationship be invested in improving athletic performance?

The following questions branch out from this problem:

What is the level of self-concept of football players?

How does self-concept affect creative thinking during games?

Is there a statistically significant relationship between self-concept and creative performance in football?

What are the best methods to enhance self-concept and stimulate creative thinking in players?

Theoretical framework and previous studies

Self-concept:

Definition in Sports Psychology: Self-concept refers to an individual's personal perception of himself, and how he evaluates his abilities and skills. In sports psychology, self-concept is considered one of the basic psychological factors that affect the performance of athletes, as it reflects the player's self-esteem and confidence in his personal abilities in various aspects of life, including sports performance. A positive self-concept is often associated with better performance in various sports, as it helps to withstand pressure and make quick and correct decisions at crucial moments.

Its components and its impact on athletic performance: Self-concept consists of several components, including:

Cognitive aspect: personal perceptions of abilities and potential.

Emotional aspect: feelings related to self-esteem.

Behavioral aspect: The effect of self-concept on actual performance.

A positive self-concept enhances self-confidence and motivates the athlete to work hard and innovate. A negative self-concept may lead to pessimism and lack of motivation, which negatively affects athletic performance and the player's ability to adapt to the pressures of the game.

Creative thinking in football

Definition and importance in tactical decision-making: Creative thinking in football is the ability to develop new and unconventional solutions during matches, whether in the way of playing or making decisions. Creative thinking includes innovation and adapting to unexpected situations in the match, such as creating innovative passes, penetrating defenses, or making strategic decisions to change the course of the game. In the rapidly changing conditions on the field, creative thinking can lead to outperforming competitors and achieving success.

The Importance of Creative Thinking in Making Tactical Decisions: Creative thinking can help players make effective tactical decisions such as:

Choose bold and surprising passes..

Bypassing defenses with unconventional ideas.

Finding quick solutions in pressure situations. When players develop creative thinking, they become better able to deal with complex situations in the game, which increases their chances of winning..

Methods of measuring creative thinking in the sports field: Creative thinking in athletes can be measured using methods such as::

Psychological and creative tests that measure the ability to think outside the box (such as the divergent thinking test))

Interviews with coaches and players to assess how players make unconventional decisions during matches..

Direct observation during competitions to determine the players' ability to renew and adapt to different playing situations..

The relationship between self-concept and creative thinking:

Psychological theories supporting this relationship:

Intrinsic motivation theory(Self-Determination Theory): This theory suggests that individuals who have a positive self-concept have a greater internal drive to develop their skills and use their creative abilities. Self-confidence contributes to creativity because the player is not afraid to take risks or make new decisions.

Identity Theory(Identity Theory): This theory is about the player's perception of himself within the team or the sport as a whole. When a player has a positive sporting identity and feels confident in his abilities, he is more willing to think creatively in different situations.

Superiority theory(Peak Performance Theory): This theory assumes that high performance is linked to the presence of a positive and strong self-concept, which leads to the activation of creative abilities under pressure.

Review of previous studies that have addressed the topic: Previous studies have shown that there is a strong relationship between positive self-concept and creative thinking in sports. For example::

Jones et al. (2010) study: examined the effect of self-concept on athletes' performance, and showed that athletes with a positive self-concept perform more creatively during matches..

The study of "Michel et al." (2015): confirmed the relationship between self-concept and creative thinking in football, indicating that players who believe in their personal abilities show higher levels of creativity in implementing tactical plans..

Ellen et al.'s study (2017): examined the impact of self-confidence on creative decision-making in sports teams, and showed positive results indicating that self-concept enhances players' ability to provide innovative solutions during matches.

Research Methodology

Methodology used: Descriptive analytical method

The descriptive analytical approach is most appropriate for this type of research, as it aims to describe and analyze the relationship between self-concept and creative thinking among football players..

This approach relies on collecting data through measurement tools (such as questionnaires and tests) and then analyzing this data to understand the links and relationships between variables.

Search Tools:

Questionnaire to measure self-concept among football players:

The questionnaire is a key tool for measuring players' self-concept. The questionnaire consists of a set of questions that measure a player's self-esteem in various sporting contexts (such as: self-confidence, self-esteem, feeling of competence on the field)

The Mathematical Self-Concept Scale is used to ensure the accuracy and comprehensiveness of the measurement of all aspects of self-concept..

Creative Thinking Test in Sports Performance:

A special test is used to measure creative thinking in football. This test involves practical situations or sporting situations that require the player to think creatively to come up with unconventional solutions, such as how to get past a defense or choose accurate passes in tangled situations.

The test can consist of objective questions or practical exercises that assess the player's ability to come up with new solutions during the match.

Interviews with players and coaches to analyze the influencing factors.:

Interviews are an additional tool to understand how self-concept and creative thinking affect players' performance, by collecting the opinions of coaches and players about self-concept and its impact on developing creative thinking skills.

The interviews will also help identify other psychological factors that may influence the relationship between self-concept and creative thinking, such as psychological stress or external motivation.

Research Sample:

Selection of a sample of football players (professionals and amateurs)):

A sample of football players from both professional and amateur categories will be selected, so that the sample represents a diversity of experiences and sporting levels..

Professional players are those who play football as a profession, while amateur players play it as a hobby or at lower levels of professionalism. This diversity will help to study the impact of self-concept and creative thinking in different training and competition environments.

Consider diversity in age groups and sporting experiences.:

The age groups in the sample will be varied (e.g., youth, adults, and seniors) because self-concept and creative thinking may change with age and sporting experience.

Diversity in sporting experience will also be taken into account, as the ability to think creatively varies based on the level of training and previous experience in the game.

Data analysis Methods:

Statistical analysis using the programSPSS:

The data will be analyzed using software.SPSS, which provides powerful statistical tools for data processing. Descriptive analysis tests (such as means and standard deviations) will be applied to understand the distribution of data, as well as correlation tests to study the relationship between self-concept and creative thinking.

Analysis of variance can be used.(ANOVA) to compare different groups based on age groups or sports experience.

Study of the validity and reliability coefficients of the tools used:

The validity coefficient will be used to determine how accurately the measuring instruments represent what they are intended to measure (e.g. the accuracy of a self-concept scale in measuring self-esteem). Construct validity, face validity, and convergent validity will be assessed.

The reliability coefficient will be used to measure the consistency of the results across time or across different versions of the instrument. The Cronbach's alpha test will be used to measure the internal consistency of the scales.

Analysis of the correlation between self-concept and creative thinking:

The correlation between self-concept and creative thinking will be studied using Pearson's correlation coefficient test orSpearman, depending on the nature of the data.

This analysis aims to determine the extent to which self-concept influences a player's ability to think creatively, and how this interaction affects athletic performance.

Creativity:

Language Creativity means creating in the best way, or bringing into existence. It is mentioned in the Holy Qur'an: "And He created everything He created, and He is the Great Creator, meaning He created it in the best form and in the best way, and no one can compare to Him in that." (Saeed Hosni Al-Ezza, 2000, p. 225)

Creare is derived from the Latin term Créativitié, meaning to make, or from the Greek word Kainein, meaning to accomplish or fulfill, or in Arabic, according to Ibn Manzur, "The

meaning of the word creativity refers to the word creation without example.” (Egyptian Abdel Hamid Hanoura, 1995, p. 13)

Technically

Torrance defines creativity as “a process in which the educated individual becomes sensitive to problems, encounters deficiencies and gaps in information and missing elements (knowledge gaps), identifies them, searches for solutions, makes guesses, formulates and distinguishes hypotheses, retests them, and presents his results in final form.” Adnan Yousef Al-Ulum, Abdul Nasser Diab 130 Al-Jarrah

Creative thinking: It is considered a complex, purposeful mental activity directed by a strong desire to search for solutions or reach original outcomes that were not previously known. Creative thinking is characterized by comprehensiveness and complexity because it involves intertwined cognitive, emotional, and moral elements that form a unique mental state.

There are multiple definitions of creative thinking, including:

He knows he's a nigga (2001), Honig) as divergent thinking that involves breaking down and dividing old ideas, making new connections, expanding the boundaries of knowledge, and introducing strange and surprising ideas. That is, generating new ideas and products through mental interaction, and increasing the conceptual distance between the individual and what he acquires from experiences

-3- Dinca (1993) defines creative thinking as a mental process that aims to collect facts and see materials, experiences and information in new structures and compositions to illuminate the solution. (Adnan Yousef Al-Ulum, Adnan Al-Jarrah, Muwaffaq Bishara, 2009, pp. 138-140))

Turner (1994) defines it as: Turner) is an attempt to find unfamiliar ways to solve a new or old problem. This requires fluency and flexibility of thought.

Anderson and King (1993) see:), King & Anderson) to creative thinking as an individual mental ability, with multiple stages that results in a new thought or work characterized by the greatest degree of fluency, flexibility, originality, and sensitivity to problems, as it includes the ability to form new organizations and structures for ideas and situations (126-111 p)

Nour and Anis know him (1989)), Ennis & Norris) as a thinking style that is norm-sensitive, self-transcendent (self-activating), context-driven, inferential, and may be reflective or non-reflective.

Lehman (1991) knows that(Lipman) Creative thinking is one of the components (formulas) of higher-order thinking, as it represents a high-order thinking skill, and requires multiple cognitive sources in the case of dealing with a difficult task, such that there is a high possibility of failure.

Skill performance in football:

Skill performance in football refers to all the procedures followed by the coach with the aim of the player achieving accuracy, mastery and integration in performing all the basic skills of football so that the player can perform them in a perfect, automatic manner under any circumstances of the match. Mufti Ibrahim Hammad 1989 p. (71))

The skill preparation aims to learn the basic motor skills and try to master them in order to reach the best possible skill level in football through the various exercises that the coach

plans and implements on the field. The performance of good basic or motor skills is characterized by the following (Rida Ibrahim Hussein 2004 p. 14)

- Ease and smoothness in performance.
- Accuracy and control of performance.
- Consistency in movement performance.
- Economy in movement performance.
- rhythm
- Expectation
- Installation

The level of skill performance in football has risen at the international level in a way that keeps pace with the development of offensive and defensive plans and their diversity, which requires the football player to be distinguished by the ability to perform accurately with the development in physical, skill, tactical and psychological preparation that occurs in this game. It has become imperative for coaches to work on raising the skill level to achieve the best results as it is the basic entrance to practicing this sport, no matter how high the level of qualities is.

Introduction to the study

The player's physical condition, regardless of his moral and voluntary characteristics, will not achieve the desired results unless all of this is linked to mastering the basic skills and evaluating them to determine the level that the football player has reached.

Football is different from other games in that it is played with every part of the body, it is played with the head, chest and hand, as in throw-ins, goalkeeping, thighs and feet, and the viewer cannot fully anticipate the skill that the player will perform, and football requires the player to perform the skills quickly and accurately with the ability to change his speed rate. Also, the change from a free direction and at the same time his control over the ball continues. (Ahmed Mohamed Al-Akkad, 1991, p.9)

Academic achievement

The concept of academic achievement:

Abu Hatab (1980) believes that the concept of academic achievement is closely linked to the concept of school learning. The concept of school learning is more comprehensive, as it refers to changes in performance under conditions of training and practice in school. It also represents the acquisition of information, skills, and ways of thinking, changing attitudes and values, and modifying methods of adaptation. This includes desirable and undesirable results. As for academic achievement, it is more closely connected to the desired results of education represented in educational objectives (Abu Hatab Fouad 1980, p. 397).)

Al-Gharib (1985) believes that achievement aims to obtain descriptive information that shows the extent to which the student has obtained certain benefits directly from certain academic content, as well as knowing the student's educational or achievement level by knowing his position in relation to the criteria that have a general nature, i.e. in relation to the student in his academic year or at his age. The goal of academic achievement is not limited

to that, but extends to trying to draw a psychological picture of the student's mental and cognitive abilities, and his achievement in various academic subjects.

Football major students:

They are students who have passed the secondary education stage and obtained the baccalaureate. They were directed to the Institute of Sciences and Techniques of Physical Activities and Sports. They receive lessons and lectures and are trained on how to obtain information in the field of football.

Explanatory theories

- Theories explaining creative thinking

There are several attempts to classify creativity theories, which differ in their degree of acceptance. For example, Cowan's classification (Gowan1975) was met with approval as he classified creativity into cases ranging from rational to irrational, and these treatments are:

Theories related to the Moroccan aspect and its semantic nature. Qahtaan Ahmed Al-Zahir, 2015, p. (287)

Theories related to personality and environmental factors.

Theories based on creativity as an outcome of mental health and psychological adjustment.

Theories that place importance on the preconscious as the source of creativity.

Theories related to propaganda cases (psychedelic) such as abnormal sensory perception

Psychoanalytic theory

Freud explains creativity according to the concept of sublimation and elevation, meaning that the sexual drive is elevated when it is repressed and struggles with a set of social controls and pressures, so that this drive is directed to become a socially acceptable drive, and then it is elevated towards goals and topics of positive social value. (Fatima Mahmoud Al-Zayat, 2008, p. 43))

The proponents of this view believe that creativity is the result of the interaction of three variables: the ego, the superego, and the id. The realization of creativity comes when the ego is repressed and the contents of the subconscious or pre-conscious come to the surface (Al-Sultani Hashim Hasim, 1984).

Freud also believes that creativity arises as a result of a psychological conflict at the beginning of an individual's life (as a defense mechanism) to confront the libidinal energy that society does not accept to be expressed. In creativity, the creator moves away from reality to live an imaginary life, and creativity is a continuation of the imaginary play that the creator began when he was a young child. Freud linked creativity and other behaviors with the group of motives that are driven by the unconscious. If an individual cannot freely express his desires, then those desires must be released in other ways. Creativity, according to him, represents a healthy form of compensation. Sublimation, using unsatisfied subconscious drives into productive goals.

Humanistic theory

This trend represents a group of scientists: such as Fromm, Maslow, Rogers and others. Creativity, according to these scientists, is a process of a relationship that takes place between the individual with sound creative thinking and the encouraging, appropriate and supportive

environment that enables the individual's creativity to emerge. It is a direct relationship and vice versa. (Saleh, 1988, p. 88))

The proponents of this trend include Abraham Maslow. (Maslow) All individuals have the ability to be creative, and the realization of this ability depends on the social climate in which they live.

Maslow distinguishes between the creative, self-actualized person and the creative person with a special talent. He understands that the creative, self-actualized person lives in the real world of nature more than those who live in the world of theories and vocabulary.

As for Rogers Rogers assumes that there must be something that can be observed, i.e. a production of creativity, and this production must be original. He defines the creative process as the emergence of an original production that grows from the individuality of the individual, the materials, the events, and the circumstances of life.

factor theory

Often called the trait theory, traits are the characteristics that distinguish an individual and that can be studied based on the existence and highlighting of differences between individuals. After Seoman, the pioneer of factor analysis theory, and one of the pioneers of the factor theory in creativity, creativity is explained in light of the general mental factor called (intelligence), and he talks about creativity in light of intelligence as a general mental factor (perceiving relationships, and deducing attachments). (Shaker Abdel Hamid, 1987, from 79)

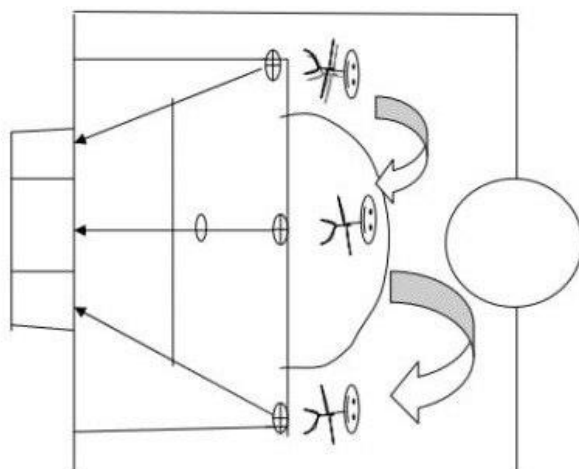
Halford believes that creativity is determined by creative abilities that consist of (30) abilities. That is, they form a scale of human mental abilities that total (180) mental abilities. Kazem Abdel Nour, 2005, p. (17)

Helford presented(Gullford) has a theoretical conception of the phenomenon of creativity, through his theory of mental formation, which is called the structure of the mind (Structure of intellect), in which he identified three dimensions of mental activity in a person, which are:

Type of mental process(Operations)

Content type(Content)

Varied output or result (Product)



I. TABLE .1 A DESCRIPTION FEATURES INDIVIDUALS SAMPLE ACCORDINGLY FOR MY CHANGES TYPE THE GAME AND YEARS PRACTICE

59.20%	45	individual	type The game
40.80%	31	collective	
100.00%	76	the total	
39.50%	30	less from 5 Years	Years Experience
19.70%	15	10 - 5 years	
40.80%	31	more from 10 Years	
100.00%	76	the total	

Conclusion

In conclusion of this research, it can be said that self-concept and creative thinking are two basic psychological factors that greatly affect the performance of football players. By reviewing the relevant literature and psychological theories, it was found that a positive self-concept enhances the player's ability to make innovative decisions in complex situations, which improves his performance in matches. The potential results of the research also showed that the relationship between self-concept and creative thinking is complex and closely related, indicating the need for coaches and those interested in developing players to pay attention to self-concept as an essential part of developing creative ability. The results of this research may open new horizons for understanding the psychological factors affecting sports performance, especially in sports that require quick and unconventional decision-making such as football. Therefore, it is recommended to develop training programs aimed at enhancing players' positive self-concept, enabling them to think more creatively and adaptively in playing situations.

Future research could include studying the impact of other factors such as motivation and psychological stress on the relationship between self-concept and creative thinking, which would contribute to enriching psychological studies in the sports field and improving training strategies at the individual and team levels.

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