

## **The impact of mental perception on learning some basic volleyball skills in the physical and sports education class for high school students**

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### **Abstract:**

This study aimed to identify the impact of mental perception on learning some basic volleyball skills in the physical and sports education class for high school students. The skill of the transmission from the bottom, the skill of reception, and the skill of passing were chosen. The researchers used the descriptive approach because it suits the type of the study. The questionnaire tool was adopted to collect data from the study sample of 50 randomly selected students out of 220 students from Al-Khwarizmi High School in Media province. After collecting the questionnaire forms, obtaining the necessary data and analyzing them, the study concluded that mental perception has a positive impact on the process of learning some basic skills in volleyball during the physical and sports education class.

**Keywords:** mental perception; basic skills; volleyball; physical and sports education.

### **1. Introduction**

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The school is considered the first educational and pedagogical institution to provide students with the information, knowledge and experience necessary for scientific and practical life. It develops students' willingness and tendencies, guiding them to a good social orientation towards both the individual and society. Indeed, the school's function is to socially prepare students by modifying their behavior and providing them with the skills and experience that help them to adapt successfully in all different fields. The school is also an educational and pedagogical institution that implements pedagogical programs and study plans to achieve its goals<sup>(1)</sup>.

The educationally and scientifically oriented physical and sports education lesson contributes to strengthening the idea of integrative education, creating correct concepts of sports education and maintaining the fitness and health of pupils. A well-organized lesson contributes to giving students the ability to live the lesson, understand and modify their behavior. Furthermore, physical and sports education is part of general education because it takes care of the body and its health, and aims to prepare the good citizen, physically, mentally, morally. It also makes him able to produce and carry out his duties towards his society and homeland. There is another concept of physical and sports education which is: "the range of activities, skills and arts included in the program at various stages of education. It aims to give the student skills and tools to help him in the education process. Physical education aims to take care of physical adequacy, i.e. body health and its activity, agility and strength, as well as the growth of the body and the functioning of its organs"<sup>(2)</sup>.

Conducting research and studies and finding relationships between psychological, mental, and physical aspects is the result of scientific progress and a factor in the advancement of the sports field.

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(1) - Ahmed Ahmed Ibrahim, School Administration at the beginning of the 21st century, (E1), Arab Thought House for Printing and Publishing, Cairo, 2002, p73.

(2) – Amin Anwar Kholi, Origins of Physical and Sports Education, Arab Thought House, Cairo, 1996, p39.

Mental perception is one of the significant psychological skills due to its active role in achieving accomplishment by developing the athlete's ability to perceive skilled performance in a sequential way, control emotions and make the right decision<sup>(1)</sup>. Human beings have the ability to remember past events and experiences, they get information from the environment they interact with at the current time. This is known as perception. The information obtained are preserved through the perception of the past, which is known as remembering. Then they take the information they recognize in their present and mix it with that information they remember to create new organizations and formations, and that's what is known as thinking. The core of a successful thinking process is the operations that occur to the organs of the senses in the brain as a result of the reflection of things and manifestations that an individual has already perceived, and this is known as mental perception<sup>(2)</sup>. Moreover, mental perception is to reconfigure or restore experience in the mind, and is not only about returning images of past events, but also to new events that have never occurred before. Mental perception does not depend on the sense of sight but must include as many combined senses as possible so that the integration of perception can be achieved because it is of great importance<sup>(3)</sup>.

When considering the level of pupils while teaching the motor skills of volleyball, where the hands are performed from above the head as the skill of passing or where one hand is used as the skill of transmission as well as skills in which the hands are used together from the bottom such as reception with forearms, there is a great disparity between the pupils concerning the performance of these

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(1) - Hassanein Naji Hussein, Mental Perception and its Relationship to Performing Some Basic Volleyball Skills among Elite Club Players, Master's Memoir, Diyala University, Iraq, 2007, p22.

(2) - Belaid Akil Abdelkader, Mental Perception and Its Relationship to the High Level of Athletic Performance of Algerian Karate Do, Doctoral Thesis, University of Algiers 3, 2013, p6.

(3) - Mohammed al-Arabi Shamoun, Jamal Abdel Nabi: Mental Training in Tennis, Arab Thought House, 1996, p50.

skills due to the presence of individual differences between them. “What distinguishes volleyball from other similar games is that it depends on mental abilities as much as it depends on physical training” said Mohamed Saad Zaghloul. Mohamed Annan points out that the practice of mental perception as a strategy is more effective than non-practice and should be used in a way that is complementary to physical practice to give the best results<sup>(1)</sup>. Many studies have shown that mental perception improves athletic performance and the process of learning motor skills such as the studies of<sup>(2)</sup>.

Mental training on the performance of motor skills is not sufficient to be fully learned and mastered, as the educational and training process in sports education depends mainly on mental physical bonding and diversification in the use of its methods. This requires attention to these two aspects and a focus on mental aspects, especially while learning motor skills. From this point of view, the following question comes to mind:

Does the mental perception of the movement contribute to learning some of the basic motor skills in volleyball among high school students?

In order to facilitate the research, we have divided the question into sub-questions:

- Does mental perception have an impact on learning the skill of

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(1) - Mohamed Saad Zaghloul, Mohamed Lotfi Esayed: Technical Foundations of Volleyball Skills for Teacher and Coach, Book Publishing Center, 2001, p17.

(2) - Ahmed Labshiri, The impact of using mental perception in annual physical preparation programs on improving some of the physical and professional abilities of volleyball players, Sports Creativity Journal, Volume 9, Issue No. 1, 2018, p.p 121-138; Belaid Akil Abdelkader, Effectiveness of applying a program for visual mental perception in the development of the skilled performance of Karate Do athletes, Sports Creativity Journal, Issue 07, 2012, p.p232-240; Howari Sa'idia, Hamid Nahal, Kamal Ben al-Din, Effectiveness of a proposed mental perception program in learning some basic skills (low transmission and reception) in volleyball among middle school students (12-14 years), Journal of the Researcher in the Humanities and Social Sciences, Volume 12 (03), 2020, page 211-226.

transmission from the bottom in volleyball among high school students?

- Does mental perception have an impact on learning the skill of volleyball reception among high school students?
- Does mental perception have an impact on learning the skill of passing in volleyball among high school students?

## **2. Research hypothesis**

### **2.1 General hypothesis**

Mental perception has an impact on learning some of the basic motor skills in volleyball for high school students.

### **2.2 Partial hypothesis**

- Mental perception has an impact on learning the skill of transmission from the bottom in volleyball among high school students.
- Mental perception has an impact on learning the skill of reception in volleyball among high school students.
- Mental perception has an impact on learning the skill of passing in volleyball among high school students.

## **3. Study objectives**

Through this study, the two researchers aimed to:

- Learn about the impact of mental perception in learning the skill of transmission from the bottom in volleyball among high school students.
- Learn about the impact of mental perception in learning the skill of reception in volleyball among high school students.
- Learn about the impact of mental perception in learning the skill of passing in volleyball among high school students.

## **4. Study importance**

The importance of the research lies in highlighting the role of

mental perception concerning learning some basic skills in volleyball, as well as integrating the physical and mental aspects in an attempt to find solutions to the problems of improving the performance skills at hand. Mental perception is also important for the development of mental skills to the same degree as physical skills.

## **5. Significant concepts of the study**

### **Mental perception**

Mental perception is defined as “the image taken by the learner by looking at and explaining the move. The image imprints in the brain and becomes the basis for the learner's performance of the move<sup>(1)</sup>. The term also notes that mental perception is “a mental skill or a mental performance through which an athlete's mind can be programmed to respond according to this programming. This skill not only restores previous experience but also creates and generates new one”<sup>(2)</sup>.

Further, mental perception is also known as memory retrieval of fragments of information stored from all experiences and reshaping it in a meaningful way.

As a procedural definition, it can be said that it is the process through which the student can retrieve information and images from memory in order to control and modify his performance.

### **Basic skills**

The basic skills of volleyball represent a range of purposeful moves, whether they are simple (single) or team-based that need to be performed in almost all the situations required by the game. The primary purpose of performing these moves is to reach the best results with less effort<sup>(3)</sup>.

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(1) - Wajih Mahdjoub: Theories of Learning and Motor Development, Wael Printing and Publishing House, 2002, p49.

(2) - Mohammed Hassan Allaoui: Psychology of Training and Sports Competition, Arab Thought House, 2002, p248.

(3) - Zaki Mohammed Mohammed Hassan: Volleyball Modern Strategies in =

It is defined procedurally as a set of moves performed during the volleyball learning process, including transmission skill, reception skill and passing skill.

### **Volleyball**

Volleyball is a game in which players move the ball from side to side of the field through a net with their hands or forearms<sup>(1)</sup>.

As a procedural definition of volleyball, we can say that it is a collective game practiced by a group of players characterized by a lack of friction between the two opposing teams because of the existence of a net separating them. The ball is transmitted between players by hands and forearms.

### **Physical and sports education**

It is an educational system with objectives that seek to improve the overall human performance through physical activities selected as an educational medium with significant educational and pedagogical characteristics. In addition, it is a process in which the individual acquires the best motor, mental, social and fitness skills through physical activity<sup>(2)</sup>.

## **6. Practical part**

### **6.1 Method**

The validity of the results in a study is based primarily on the quality of the method used. On this basis, we relied in our study on the descriptive method because it suits the nature of the problem at hand. It is considered one of the most widely used methods, especially in the field of educational, psychological and social sciences because it is

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Teaching and Training Basic Skills, Modern Book House, 2011, p35.

(1) - Ahmed Issa Al Borini, Sobhi Ahmed Kablan: Volleyball (Skills/ Training/ Injuries), Arab Society Library for Publishing and Distribution, 2012, p10.

(2) - Ahlam Madjralo, Ali Zaw, the role of physical and sports education in reducing psychological anxiety among middle school students, Knowledge Journal, Issue 22, University of Bouira, 2017, p236.

based on studying, analyzing and interpreting the phenomenon by identifying its characteristics and dimensions, and describing the relationships between them with the aim of reaching an integrated scientific description of it<sup>(1)</sup>.

## **6.2 Exploratory study**

The exploratory study was carried out by visiting some secondary schools in Medea state, where the questionnaire form was distributed to a group of 16 students studying at Al-Khwarizmi High School in Medea state. The aim was to take a preliminary look at the characteristics of the sample and to ensure the validity of the questionnaire, in addition to the appropriateness of its phrases in terms of clarity, language, and the participants' level.

## **6.3 Study population**

The community constitutes the totality of the elements that the researcher seeks to generalize on it the results related to the studied problem<sup>(2)</sup>. In order to conduct field study, the study community represented the 220 male and female students of Al-Khwarizmi High School in Medea state.

## **6.4 Participants**

The research sample is a study community that was collected from the field data and is considered part of the whole, meaning that we take a group of members of the original community, and then generalize the results of the study on the original community<sup>(3)</sup>. From this point of view, we randomly selected the research sample from the

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(1) - Khaled Hamed: Social and Human Sciences Research Methodology, Jossour for Publishing and Distribution, 2012, p47.

(2) - Issam Hassan Ahmed al-Dulaimi, Ali Saleh Abdul Rahim, Scientific Research Foundations and Approaches, (I.1), Radwan Publishing and Distribution House, Amman, 2014, p74.

(3) - Chaboni Abdul Hakim, Mazari Fateh. "The impact of a proposed training program in the manner of high-intensity period training to develop the speed and speed tolerance qualities among football referees, field study on the referees of the State Football Association- Bouira." Journal of Social Sciences and Humanities, University of Batna 1, Volume (21), Issue (02), 2020, p308.



original community. The sample included 50 of the 220 students from Al-Khwarizmi High School in Medea province, estimated at 22.72%.

## 6.5 Data collection tools

The researchers used the questionnaire tool to collect data, which is defined as a tool or method for collecting information by using a form containing a set of questions (classified), specifically designed to serve the purposes of a specific subject. The questions are answered by the participants themselves in accordance with the guidelines contained in the questionnaire form<sup>(1)</sup>.

## 6.6 Scientific conditions of the tool

### 6.6.1 Questionnaire validity

It means that the paragraphs of the questionnaire should measure what they were designed to measure, so we relied on:

- **Apparent honesty:** The questionnaire form was presented to a group of competent and experienced arbitrators in the field, where the agreement rate was 100% on the questionnaire axes. In terms of compatibility with the questionnaire phrases, the agreement percentage was 95% among the arbitrators with a request to adjust the wording of some items. After the arbitration process, the observations were taken into account and the necessary adjustments were made, so we can consider the questionnaire to be ostensibly honest.

- **Internal consistency honesty:** The internal consistency of the questionnaire paragraphs was calculated on the sample of the exploratory study (16 students) by calculating the correlation coefficient between each paragraph and the overall score of its axis. The structural consistency of the questionnaire paragraphs was also calculated by calculating the correlations between each axis and the overall score of the questionnaire as described in the table:

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(1) - Sana Mohammed Suleiman: Data Collection Tools in Psychological and Educational Research, Book World, 2010, p103.

**Table (01): Explains Pearson's correlations between each axis and the overall score of the questionnaire**

Sequence and paragraph numbers	Questionnaire axes	Correlation coefficient	Statistical significance
1 to 7	The first axis: the role of mental perception in improving the skill of transmitting from the bottom in volleyball among high school students.	0.840	Significant
8 to 14	The second axis: the role of mental perception in improving the skill of reception in volleyball among high school students.	0.793	Significant
15 to 21	The third axis: the role of mental perception in improving the skill of passing in volleyball among high school students.	0.879	Significant

**Source:** made by the researcher

**6.6.2 Stability**

In order to find the stability coefficient for the questionnaire, the method of Alpha Cronbach coefficient was used and the results were as follows:

**Table (02): Shows the value of Alpha Cronbach coefficient for questionnaire axes**

Axes	Paragraphs number	Alpha Cronbach coefficient
First axes	07	0.789
Second axes	07	0.728
Third axes	07	0.831
Questionnaire paragraphs	21	0.880

**Source:** made by the researchers

Through the results of Table (02), all the values of Alpha

Cronbach coefficients for questionnaire axes were limited between 0.728 and 0.831, while the questionnaire total value was 0.880, making it highly stable and therefore applicable in this study.

### 6.7 Research fields

- **Spatial field:** This study was conducted at the level of Al-Khwarizmi High School in Medea province.
- **Human field:** is represented by high school students.
- **Temporal field:** This study was conducted in January 2020.

### 6.9 Statistical methods used in the study

- Calculating the Alpha Cronbach coefficients to determine the stability of the questionnaire.
- Calculating Pearson coefficient to measure the honesty of the questionnaire paragraphs.
- Calculating the percentages of students' answers.
- The (Chi<sup>2</sup>) test to see the relationship between the study variables.

## 7. Presentation, interpretation and discussion of the results

The first hypothesis states: Mental perception plays a role in learning the skill of transmitting from the bottom in volleyball among high school students.

**Table (03): represents the repetitions, percentage and (Chi<sup>2</sup>) value of students' answers to the first axis questions of the questionnaire.**

Question	Answers	Repetitions	Percentage	Chi <sup>2</sup> value	Significance level	Freedom degree	Statistical decision
1	No	12	24	11.68	0.05	2	Significant
	Sometimes	10	20				
	Yes	28	56				
	No	9	18	16.	0.05	2	

2	Sometimes	11	22	12			Significant
	Yes	30	60				
3	No	10	20	18.00	0.05	1	Significant
	Yes	40	80				
4	No	12	24	13.52	0.05	1	Significant
	Yes	38	76				
5	No	8	16	23.12	0.05	1	Significant
	Yes	42	84				
6	No	16	32	6.48	0.05	1	Significant
	Yes	34	68				
7	No	16	32	6.48	0.05	1	Significant
	Yes	34	68				

**Source:** made by the researcher

According to Table 03, the study concluded:

With regard to the results of the third question stating: Does lack of interest in the mental aspect affects the mastery of the transmission skill? Students answered yes by (80%) which is exactly 40 students, while (20%) answered no; 10 students. The calculated value of ( $\chi^2$ ) reached (18.00) at the degree of freedom (1) and at the level of significance (0.05), which is greater than the tabulated value of ( $\chi^2$ ) that reached (3.84). Therefore the results are statistically significant.

As for the results of the fourth question, which was as follows: Does mental perception give you the ability to better handle transmission skill? Student' answers were as follows: (76%) that is exactly (38) students answered yes and (24%) that is exactly (12) students answered no. The calculated value of ( $\chi^2$ ) reached (13.52) at the degree of freedom (1) and at the level of significance (0.05), which is greater than the tabulated value of ( $\chi^2$ ) that reached (3.84). Therefore the results are statistically significant.

Concerning the results of the fifth question: Does mental perception of the move before it is performed improves the skill of transmission in volleyball? Students answered yes by (84%) that is exactly (42) students and (16%) that is exactly (08) students answered

no. The calculated value of ( $\chi^2$ ) reached (23.12) at the degree of freedom (1) and at the significance level (0.05), which is greater than the tabulated value of ( $\chi^2$ ) that reached (3.84). Therefore the results are statistically significant.

Thus, we can say that mental perception plays a positive role in learning the skill of transmitting from the bottom in volleyball. This is in line with the study of Ben Ghalia Fatima Zahra, which concluded that the use of mental perception and relaxation in the field of physical activity allows the development of female players' skills, especially the skill of transmission and blocking among volleyball female players. Belaid Akil Abdul Qadir's study (2012) also concluded that the training program on mental perception skills has a positive impact on the skill level concerning performance of athletes<sup>(1)</sup>.

**The second hypothesis states:** Mental perception has a significant role in learning the skill of volleyball reception among high school students.

**Table (04): Represents the repetitions, percentage and ( $\chi^2$ ) value of students' answers to the second axis questions of the questionnaire.**

Question	Answers	Repetitions	Percentage	$\chi^2$ value	Significance level	Freedom degree	Statistical decision
8	No	10	20	18.00	0.05	1	Significant
	Yes	40	80				
9	No	16	32	6.48	0.05	1	Significant
	Yes	34	68				
10	No	15	30	8.00	0.05	1	Significant
	Yes	35	70				
11	No	14	38	9.68	0.05	1	Significant
	Yes	36	72				
12	Individu	35	70	8.0	0.05	1	Signific

(1) - Belaid Akil Abdelkader, Effectiveness of applying a program for visual mental perception in the development of the skilled performance of Karate Do athletes, Sports Creativity Journal, Issue 07, 2012, p239.

	ally			0			ant
	Collecti vely	15	30				
13	Rarely	8	16	9.7 6	0.05	2	Signific ant
	Someti mes	16	32				
	Often	26	52				
14	No	11	22	15. 68	0.05	1	signific ant
	Yes	39	78				

Source: by the researchers

According to table (04), the study conclude:

With regard to the results of the eighth question, which states: Does mental perception help to improve the skill of reception in volleyball?, 40 students answered yes (80%) and 10 students answered no (20%). The calculated value of ( $\text{Chi}^2$ ) amounted for (18.00) at the degree of freedom (1) and at the significance level (0.05), which is greater than the tabulated value of ( $\text{Chi}^2$ ) that reached (3.84). Therefore the results are statistically significant.

As for the results of the tenth question, which was as follows: Do you think mental perception plays a role in learning the skill of reception in volleyball?, students answered by (70%) that is exactly (35) students with a yes and a (30%) that is exactly (15) students with a no. The calculated value of ( $\text{Chi}^2$ ) amounted for (8.00) at the degree of freedom (1) and at the significance level (0.05), which is greater than the tabulated value of ( $\text{Chi}^2$ ) that reached (3.84). Therefore the results are statistically significant.

Concerning the results of question No. 14 stating that: Does the perception of the move before it was carried out improve and develop the skill of reception in volleyball? Students answered by (78%) that is exactly (39) students with a yes and a (22%) that is exactly (11) students with a no. The calculated value of ( $\text{Chi}^2$ ) amounted for (15.68) at the degree of freedom (1) and at the significance level (0.05), which is greater than the tabulated value of ( $\text{Chi}^2$ ) that reached (3.84). Therefore the results are statistically significant. Through these

findings, we conclude that mental perception is of great importance in learning the skill of volleyball reception for secondary school students. This is consistent with the study of Sa'idiya Howari and others, who concluded that the use of the mental perception program improved the degrees of learning of the experimental sample participants concerning volleyball reception skill<sup>(1)</sup>.

**The third hypothesis:** Mental perception plays a role in learning the skill of passing in volleyball among high school students.

**Table (05): Represents the repetitions, percentage and (Chi<sup>2</sup>) value of students' answers to the third axis questions of the questionnaire.**

Question	Answers	Repetitions	Percentage	Chi <sup>2</sup> value	Significance level	Freedom degree	Statistical decision
15	No	17	34	5.12	0.05	1	Significant
	Yes	33	66				
16	No	7	14	25.92	0.05	1	Significant
	Yes	43	86				
17	No	6	12	28.88	0.05	1	Significant
	Yes	44	88				
18	Rarely	10	20	16.00	0.05	2	Significant
	Sometimes	10	20				
	Often	30	60				
19	No	13	26	11.52	0.05	1	Significant
	Yes	37	74				
20	Rarely	12	24	13.96	0.05	2	Significant
	Sometimes	9	18				
	Often	29	58				
21	No	8	16	23.12	0.05	1	Significant
	Yes	42	84				

**Source:** made by the researchers

(1) - Howari Sa'idia et al, op. cit, p225

According to table (05), the study concluded:

This is with regard to the findings of the seventeenth question, which is whether mental perception helps to accomplish the basic skills of volleyball? Students answered yes by (88%) that is exactly (44) students and (12%) responded with no that is exactly (06) students. The calculated value of ( $\chi^2$ ) amounted for (28.88) at the degree of freedom (1) and at the significance level (0.05), which is greater than the tabulated value of ( $\chi^2$ ) that reached (3.84). Therefore the results are statistically significant.

As for the results of question No. 19, which was as follows:

Do you think mental perception plays a role in learning the skill of passing in volleyball? Students answered yes by (74%) that is exactly (37) students and (26%) responded with no that is exactly (13) students. The calculated value of ( $\chi^2$ ) amounted for (11.52) at the degree of freedom (1) and at the significance level (0.05), which is greater than the tabulated value of ( $\chi^2$ ) that reached (3.84). Therefore the results are statistically significant.

As for the results of question No. 21, which was as follow:

Does mental perception give you the opportunity to better deal with volleyball passing skill? Students answered yes by (84%) that is exactly (42) students and (16%) responded with no that is exactly (08) students. The calculated value of ( $\chi^2$ ) amounted for (23.12) at the degree of freedom (1) and at the significance level (0.05), which is greater than the tabulated value of ( $\chi^2$ ) that reached (3.84). Therefore the results are statistically significant.

We note through tables 3, 4, and 5 that the process of mental perception contributes effectively to the process of learning the skill of transmission, reception and passing in volleyball. Ben Ghalia Fatima Zahra points out that controlling mental training techniques, especially mental perception, leads the individual to control a lot of situations,



especially sports, whether from the psychological, motor, emotional or planning aspect<sup>(1)</sup>. We can therefore say that taking into account the mental aspects of students' educational programs contributes to improving their motor learning output. These results are consistent with the study by Labshiri Ahmed, who found that the use of mental perception in public and private preparation programs improved the skills abilities of volleyball players and that one of the most effective requirements of transmission skill is the mental requirements, including mental perception<sup>(2)</sup>. There is also the study of Sa'idia and others, who concluded that the use of mental perception program improved the learning degrees of the experimental sample participants concerning the low transmission skill and reception in volleyball<sup>(3)</sup>. Moreover, studies by (Labshiri Ahmed, Qatawi Mahfoudh and Hassanein Naji Hussein)<sup>(4)</sup> also indicated that the mental training associated with skills learning has an effective impact and is very important in improving some basic skills in volleyball.

## 8. Conclusion

The purpose of this study is to know the importance of mental perception in the development of basic skills in volleyball (transmission, reception and passing) for the good performance of the move. What can be concluded by the results recorded in the questionnaire is that physical and sports education teachers attach great importance to mental perception in the process of teaching motor

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(1) - Ben Ghalia Fatima Zahra, the impact of mental training program depends on mental perception and relaxation in the development of transmission and blocking skills, Doctoral thesis, University of Chlef, 2020, p136.

(2) - Ahmed Labshiri, The impact of using mental perception..., p133.

(3) - Howari Sa'idia et al, op. cit, p225.

(4) -Ahmed Labshiri, The Impact of Using Mental Perception in Physical Preparation Programs on Improving The Physical and Professional Abilities of Volleyball Players, Master's Memoir, University of Algiers 3, 2015; Qatawi Mahfoudh, role of a training program for the skill of mental perception in learning the skills of passing from the top and receiving transmissions among beginners in volleyball for the category of 14-15 years, Master's Memoir, Abdelhamid Ibn Badis Mostaganem University, 2013; Hassanein Naji Hussein, op. cit.

skills through the adoption of different methods of teaching as problem-solving methods that contribute significantly to the development of mental aspects of students. This was reflected in the findings in this study, where we found that the most important results recorded were:

- Mental perception has an impact on learning the skill of transmitting from the bottom in volleyball among high school students.
- Mental perception has an impact on learning the skill of reception in volleyball among high school students.
- Mental perception has an impact on learning the skill of passing in volleyball among high school students.

Recommendations:

- Give great importance to the process of mental perception in the class of physical and sports education and allocate time to it during the class.
- The need to use the mental perception associated with skilled performance in educational programs during the class of physical and sports education.
- Encourage students to train on mental perception outside of physical and sports education classes.
- Conduct training courses for teachers on how to apply mental perception programs.

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