

THE EFFECT OF PSYCHOLOGICAL COUNSELLING PROGRAM ON DEVELOPING THE POSITIVE AND SPORT CONFIDENCE AND ITS RELATIONSHIP WITH THE PERFORMANCE LEVEL OF KARATE STUDENTS

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Abstract

Purpose: this study aims to design a psychological counseling program and know its effect on developing the positive and confidence sport and their relationship with the level of the performance of karate subject for the female students in the faculty of physical education, Zagazig University, Egypt. **Methods:** The experimental approach has been applied, the sample of this study was (40) students in the second year who study karate subject, scales were applied the positive scale consists of (42) question, the high degree refers to increase of the positive level to the student and vice versa, Carolina test of the sport confidence, it consists of three dimensions: perceived sports competence, perceived control, Dispositional optimism. The psychological counseling program has been applied in (12) weeks as (2) meetings per week in the first (8) weeks in the program there was one meeting per a week in the (4) last weeks, the period of meeting (45-60) minutes, it consists of these techniques, the techniques of following relaxation, the mental relaxation, meditation, awareness, role playing, feeling reflection according to the counseling which was set upon self confidence, home works, lecture, discussion and modeling. **Results:** the psychological counseling program has a positive effect on

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developing the positive and confidence sport to experimental group, there also a positive correlation between the level of karate performance and both positive and confidence sport. **Conclusion:** using the proposed counseling program which has been applied in this study to develop the positive, confidence sport and the level performance of the students in the physical education faculty in Egypt which contributing to the quality of education process, interest and scientific in holding seminars courses for the development of positive and confidence sport, perform others studies in the field of positive and confidence sport.

Key words: psychological counseling - sport confidence – positive.

Introduction

The world where we are living has become variable and with speed tone and with various material achievements and need to be coped with. E. Abdul Rahman (2001) refers to that the process of psychological counseling is aiming at making change in the individual personality, his/her behavior and realizing the relation between him /her and others and also between his ideas, feelings and actions.. A.H. Ighlas (2002) refers that of the goals of the psychological counselling in the sportive field to develop a positive concept of the athletic towards himself, assisting his to direct his sportive life with him/her self with intelligence according to his abilities and capabilities and achieving its impulses and directing him to the best ways of training in order to achieve the maximum degrees of the sportive successes in addition to providing him with suitable range of the specialized and social information to contribute to increase his/her knowledge of him /her self and achieving the psychological coordination and psychological health. The positivity is considered on of the important indicators on the sound psychological health of the person and his/her capabilities and abilities to face effectively the situations and problems (68:14). G. Hartzelle (2000)

mentions that the positivity is achieved through forming our behavior is forming to environment more than the environment is forming our behavior, the positive human is who can overcome the problems of his environment (14:19).T. Bathman 1993) indicates "that the positivity is to know the new problems and find renewal solutions to it with bearing future ambiguity with ambition and persistence. M. Rushdie (2000) also refers, that must consolidate the positive aspects of the personality of the individual even though it was few and refine them to be more helpful to the individual in the future and help to improve his/ her psychological condition.The sport confidence is considered one of the most important psychological phenomena that effect on the performance of female students either in a positive manner that leading them to do more effort to face competitive situations in the field of their sport activity with their confidence in ability to achieve success, or a negative way that lead to harm the performance for not their confidence in their ability to achieve success in the field of their activities of sports (22: 223).Success and failure are part of the sport; accordingly the athletic person with having sport confidence knows this fact and deal with it with a great

deal of realism (K. R. Osama, 1995). Self-confidence is feelings of enthusiasm, anticipation, joy, calm and focus on performance (D. Rennie, 2008). Manzo, LG" (1994). Indicates " that sport confidence is a property relatively constant that is consist of a high degree of positive thinking (optimism), and the belief that you have the control and the control (perceived control) and also the belief that you have the skill and ability in order to be successful in the sport (perceived control) Karate is one of the most popular martial arts practiced both inside and outside of Japan. Traditional karate training involves basics, kata and sparring. Basic techniques such as punching, kicking, blocking and striking are practiced either in a stationary position or with body movements in various formal stances, sparring is the execution of defensive and offensive techniques while freely moving against an opponent (Nakazawa et al. 1998). Kata is a performance of series according to a system recognized by the international styles of defense and attack as blocking, punching and kicking in different trends and speeds directed to the three levels of the body of the attacker or group of phantom attackers through many different balance positions (A. M. Ebrahim, 1995). The two researchers saw that the prediction of the female student for success comes from her positive view and sport confidence in sports that make her tend to choose a specialization that fits with her abilities and hard work in order to achieve a high level of performance and the degree of positive thinking, comman, control and also believe that she has the skill and the ability to be successful in the specialty, therefore, the development to be success in specialization, so to develop positivity and sport confidence affect in both the public mood, and then select the appropriate specialization. In addition, the two researchers noted over the years of their work in college that there is considerable variation in the number of students in different specializations, and the number of students of karate specialization are decrease from year to another as a result to have a low degrees in the final exam for the previous year of specialization, as well as fear of injury as a result of mistake performance of to some of the difficult skills, and a sense of dissatisfaction with self-lead to a low level of their performance, and where the sport karate are from martial arts that require direct contact between players in kumite competitions, leading to fear of female students to choose a karate as a special field and it practice without going to learn the importance and advantages of karate as a sport. In an interview made by the two female researchers for students of third year and asking them about the reason of the refusal to join specialization karate show attitude towards them negative toward specialization, and students who lack the self-confidence talking about the difficulty of the performance of some skills that require a high degree of control of the different body parts and the work

resulting from the positive thoughts of success and of more than one muscular group at one time and requires a degree of fluid and smooth, and then reflect on their behavior, which had an impact on the low numbers of students of karate specialty, So the two researchers found that it is possible through a psychological counseling program prepared by the two researches for the students of the Second class (pre-specialized) to develop the positivity students and thus become to have the ability to solve their problems toward specialization in a positive manner and able to follow the specialization of karate and to give birth to themselves the level of realistic ambition that commensurate with their abilities and thus leads To improve the sport confidence level and karate, and here the idea of this study of two junior researchers to identify the impact of psychological counseling program on the development of positive and sport confidence and their relationship to the level of performance for subject for the students of Karate Sport Girls College of Physical Education, Zagazig University.

The objectives. The research aims to design a program of psychological counseling in order to know their effect on sport confidence and positivity and their relationship with the performance level of karate Subject. **Methods.** The two Researchers used the experimental method curriculum using experimental design of pre and post measurement of two groups, one experimental and the other control. The two Researchers applied a measure of positivity and a list of sport confidence on research community (students of the Second class, Faculty of Physical Education for Girls in Zagazig) and of their number (246) students in a comprehensive inventory to identify the students who receive lower grades, thus the main sample became (40) students, has Researchers find moderation frequency distribution of the research sample in the variables that may have an impact on the experimental variable "Age 18.48 ± 1.26 years old, intelligence 32.48 ± 2.57 degrees, the cultural level of 124.75 ± 9.27 degrees. Then the two Researchers divided the sample randomly into two groups, the number of each group is (15) Student, experimental group was applied as the psychological counselling program and control group where the adopted method was applied, and a survey sample of (10) students outside the core research sample for the application of scientific coefficients of the measurements. **The two Researchers used the following means to collected data:** Personal interview, high intelligence test prepared by, "M.R. Khairy" and aims to measure some mental functions and consists of 42 questions graded in difficulty. Scale of the cultural level of the Egyptian family prepared by Abdul, "K .Basset and A.M. Amal and consists of 6 dimensions: the level of family income, educational level, cultural level, Screened center of the family, promoting the cultural practices and cultural practices of the family, psychometric measurements.

A- Positivity Measure

A measure of positivity prepared and modified by H. Khalid (2004) and consists of (42) Questions: The high degree refers to the high level of positivity of the female student and vice versa, scientific coefficients of the measurement were calculated (Validity finding Alorbaiat by Terminal comparison of fours between Alorbayupper and lower, were calculated Consistency of the scale in a mid-term fragmentation and Cronbach alpha coefficient).

B- Carolina Sport Confidence Inventory (CSCI)

This list is designed by L.G. Manzo (1994) and the scale consists of number of 20 words divided into three dimensions, namely "perceived sports competence (6 words) - perceived control (6 words) - Dispositional Optimistic (8 words) ", And each dimension of these three dimensions is measured by a set of statements including all the words to two sentences, one in the direction of the dimension, and the other the opposite direction of the dimension and the student shall choose one of them in proportion to its concept of itself, and then determines her applicability to the situation whether (they apply it completely), or (they apply to some extent) subject to the application list under the title "List of personal opinions in the sport and the athletes "in order to reduce the bias of the players when answering about the social desirability. The scale consists of the number of 20 to be distributed over three dimensions were calculated scientific coefficients (Validity through Believe internal consistency, stability was calculated of the scale in a test application and re-applied Test Retest).

Program of Psychological Counselling

The program aims to develop positivity for giving the opportunity for students to acquire skills and concepts to help them dealing with their problems in a positive way and take the appropriate decisions to resolve them and to improve sport confidence and performance level of a substance karate, as far as this goal is achieved and the program is a useful and effective, This program is applied (12) weeks (2) meetings per week in (8) weeks from the first program, and then one session per week last (4) weeks, and the duration of the session (45-60 minutes), counselling program have been applied on experimental group students inside the Faculty of Physical Education for Girls in Zagazig University.**Program content:**

- Designing the program sessions using the method of group psychological counselling where it saves time and effort, and it provides the opportunity to contact students with each other while they all have one goal Is to develop positivity and sport confidence, as it increases the spirit of competition among them and can benefit from the progress that some of them may achieve, which increases the Motivation to comply with the program. • Content of

karate course for second class which included basics, kata, fighting agreed upon

The basic skills of karate of defense methods (blocking – feet movements) and attack methods (punching – hitting – kicking).**Feet positions:** Front – stance (zenkutsu – dachi), Back – stance (kokutsu – dachi), Straddle – leg Stance (kiba – dachi), Sparring Front stance (zenkutsu kumite –dachi)

Blocking methods: Downward block (Gedon-Bari) Rising block (Jodan Age-Uke), Inward forearm block (Chudan Uchi-uke), Outward forearm block (Soto-ude-uke), Seward hand block(Chudan - Shuto –Uke)

Punching methods: Rising Punch (Age-Zuki), Short Punch (kizami-zuki) ,Lung Punch (Oi-zuki), Reverse Punch (Gyaku-zuki).**Kicking methods:** Front Kick (Mae – Geri), Back Kick (Ushiro – Geri), Side Kick (Yoko- Geri), Roundhouse Kick (Mawashi – Geri)

Kata: Heian shudan. • It takes the educational image by virtue of its implementation with students of the university as it follows the model of personal growth. •Using the following techniques: cascade relaxation techniques, mental relaxation and feedback and include the supply students with information about the subject of karate and the level of their achievement, so the student can modify her behavior. Through the program the views are displayed during the discussions where the focus is on behavior, and feedback is provided by the two female researchers which gives the observations and information where the student can choose what would you do with this information and also give at the end of performance information to understand the results and extent of success in the acquisition of skill, Lecture techniques are a display method of the acquisition of positive behavior by knowing the real potential of the self and the strengths and weaknesses of students and focus on the strengths and promoting them with improving weaknesses, and techniques of the discussion that the researcher introduced the question and the students answer and then generate ideas (bilateral discussion, group discussion, free discussion), and techniques to solve problems where the researcher present a problem associated with specialization karate hindering the students and the students provide the proposal of their solutions and in accordance with the steps: (determine the problem and its causes - identify the potential students - the search for solutions and possible alternatives to solve the problem), and techniques of self-awareness of positivity helping by the researcher of to have an perceived of themselves and what is the student lack and existing capacities and needs and it helps the student to recognize the drawbacks to be removed and positiveness in attitudes to be strengthened through dialogue with itself, and positive imagination is that the student imagine requesting the same in situations like that reflect the positive behavior and imagine that it has done and the

joy you brought to themselves and to imagine that they got rid of the negative behavior, and techniques of homework assignments designed to exercise various skills learned by students as they help students to transfer skills learned to the field of life, and techniques of modeling is the help of examples of students minded and positive view of their problems and experiences to the students in

question and these techniques have proven their effectiveness in foreign studies, and had a clear impact in the development of positivity and sport confidence and modified y attitudes of others together for the students, and the table (1) illustrates the program of psychological counselling.

(Table 1)

Month	Week	Session	Session objectives	Used techniques	Karate Skills
First	First	First	Clarify the basic goal for students and the formation of a positive trend towards the program : <ul style="list-style-type: none"> ▪ Make the female students identify the reasons for their choosing ▪ Explain how to implement the program ▪ Clarify the techniques used in the program. ▪ informing them about the timing attendance – duration for the meeting ▪ And the duration of the program as a whole. ▪ Development of awareness among the student of the subject of positivity and sport confidence ▪ The impact of positive and sports confidence on improving performance Karate 	Lecture	- Attention stance (Heisoku dachi)
		Second	Develop awareness among students and the types of positive subject and sport confidence, karate skills training prescribed in the lectures of this week, and Cascade relaxation training,	Lecture, relaxation, feedback, homework.	-Front stance (Zenkutsu- Dachi). - ride a horse (Kiba-Dachi)
	Second	Third	knowing the positive thinking and self-concept and self-esteem and feedback for the karate skills assessed in the lectures this week	Lecture, relaxation, modeling, feedback, homework	- Back stance (kokutsu – dachi) - Application of the fingers (grip) - areas that can defend and divisions defense skills
		Fourth	knowing the positive intentions and the effectiveness of self-training, the skills of karate in the lectures scheduled this week and relax staggered (face - neck - chest)	Lecture, relaxation, modeling, feedback, homework	- Downward block (Gedon-Bari) -Rising block (Jodan Age-Uke)

Month	Week	Session	Session objectives	Used techniques	Karate Skills
	Third	Fifth	knowing the level of no attention and view examples of the karate skills of prescribed in the previous lectures and training on relaxation and staggered (face - neck - chest)	Lecture, relaxation, modeling, feedback, homework	-Inward forearm block (Chudan Uchi-uke) - Outward forearm block (Soto-ude-uke)
		Sixth	knowing the fifth level of the levels of positive this negative and self-talk of sport confidence and relaxation training as a means to cope with internal and negative frustrations and relaxation (chest - back - abdomen)	Lecture, relaxation, modeling, feedback, homework	-Seward hand block(Chudan - Shuto -Uke) - Review of previous skills
	Fourth	Seventh	knowing the point of control and the difference between two settings of internal and external adjustment efficiency perceived, mental relaxation training, training on the skills of karate prescribed in the lectures this week	Lecture, discussion, relaxation, live modeling, and feedback, homework	- Lung Punch (Oi-zuki) -Reverse Punch (Gyaku-zuki) .
		Eighth	knowing the nature of achievement motivation and knowing the impact of achievement motivation on the positive development of the student and comparing e the motivation of achievement on five levels of positive and goal-setting influence and training on the skills of karate prescribed in the lectures this week and training in relaxation (cripling and thigh down a man and a leg - foot)	Lecture - Relaxation - live Modeling - feedback - homework	- Ttsuy - diagnostic evaluation
Second	Fifth	Fifth	To know what the future vision and to identify the difference between future vision and the vision of past and perceived control and the skills of karate training prescribed in the lectures this week.	Lecture - discussion - and feedback - homework.	- the division of technical kicks - Front Kick (Mae - Geri)
		Tenth	To know what the future vision and to identify the difference between future vision and the vision of past and perceived control and the skills of karate training prescribed in the lectures this week	Lecture - discussion - and feedback - homework.	- Side Kick (Yoko-Geri) -Roundhouse Kick (Mawashi - Geri)
	Sixth	Eleventh	Making the female students identify the nature abundance of possibilities and to identify the impact of the abundance on development of positive possibilities and the ability to develop the appropriate possibilities of attitudes and different problems and the identification of success and experience of relaxation training and overall skill set for this week to Karate	Lecture - Relaxation - homework.	agreed Fighting Jodan Oi-zuki progress (attacker) + Age-Uke, Gyaku-zuki (defender). - Chudan Oi-zuki progress (attacker) + Soto-uke, Gyaku-zuki (defender).
		Twelfth	knowing the definition and concept of the inevitability of free choice and identify of the capacity given by God to humans and the ability to choose appropriate solutions to the problems	Lecture - discussion - and mental relaxation - homework	- Mae - Geri (attacker) + Gedon-Bari, Gyaku-zuki (defender)

Month	Weak	Session	Session objectives	Used techniques	Karate Skills
	Seventh	Thirteenth	The ability to bear hardships and suffering and to identify the difference in bearing suffering at the five levels of positivity	Lecture, discussion and feedback	- Mawashi – Geri (attacker) + Uchi-uke, Gyaku-zuki (defender)
		Fourteenth	knowing What are the models to identify the guidance and the ability to overcome the erroneous extension models and to identify the effect of guidance models on the five levels of positivity	Lecture and discussion	-Yoko- Geri (attacker) + Soto Ok, Gyaku-zuki (defender)
	Eighth	Fifteenth	knowing the concept and what is satisfaction and the postponement of gratification and ability to differentiate between the different situations and the degree of saturation	Lecture and discussion	Review the skills that were learning - personal evaluation
		Sixteenth	knowing the concept and what is the calculated risk, and to identify the difference between calculated risk and Stampede	Lecture and discussion	- Introduction to the Kata and the definition it - First half of the first kata
Third	Eleventh	Seventh	knowing the concept and what is the initiative, and to identify the difference between the initiative, weakness and surrender and the ability to apply initiative proposes five levels of positivity	Lecture and discussion	- the second half of the first kata
	Tenth	Eighteenth	knowing the concept and what self-confidence, and to identify the difference between the vanity and arrogance and self-confidence and to identify the importance of trust in the development of positivity	Lecture and discussion	-review Kata full - review kumite
	Eleventh	Nineteenth	knowing the concept and what perseverance, and to identify the importance of perseverance in the continuation of life and the development of positivity	Lecture and discussion	- Review the prescribed defensive and offensive skills
	Eleventh	Twentieth	The adaptation of the sample to terminate the program	Lecture	-Evaluating

Performance level.The degree to which obtained by requesting the exam Applied Karate for the end of the second semester for second year by a committee composed of three members of the combat department in the faculty distributed on three committees of the basics and kata and kumite agreed and the total score of the exam fifteen degrees was

Results

(Table 2) significant differences between pre and post measurements of experimental group in selected variables under consideration

N=15

Variables	Pre M ± SD	Post M ± SD	T
Positivity	104.39±8.46	145.62±6.02	13.74*
Sport Confidence	52.65±3.24	68.42±5.16	9.16 *

T value at 0.05 = 2.15.

taken the average.**Statistical analysis.**Data were examined using a computerized statistical package (SPSS). Differences between measuring two groups were analyzed using paired samples T-Test. And Correlation between variables was assessed by a Pearson's correlation coefficients. Significance was accepted at the $p < 0.05$ level.

Table (2) Shows that there are significant differences between pre and post measurements for the experimental group in selected variables under discussion.

Table (3) significant differences between pre and post measurements of the control group in selected variables under consideration

N=15

Variables	Pre M ± SD	Post M ± SD	T
Positivity	105.21±7.31	106.34±7.34	1.36
Sport Confidence	51.86±2.49	53.73±3.62	2.04

T value at 0.05 = 2.15

Table No. (3) Shows that there are no statistically significant differences between pre and post measurements of the control group in selected variables under discussion.

(Table 4) significant differences between measurements of the dimensions of the two experimental and control groups in the selected variables under consideration

N1=N2=15

Variables	Experimental Pre M ± SD	Control Post M ± SD	T
Positivity	145.62±9.02	106.34±7.34	12.64*
Sport Confidence	68.42 ±5.16	53.73±3.62	8.72*
Karate performance level	12.58± 2.37	10.37±1.36	3.03*

T value at 0.05 = 2.05.

Table No. (4) Shows that there are no significant differences between the two post measurements of the experimental and control groups in the selected variables under consideration for the experimental group.

(Table 5) correlation coefficient between the level of performance for karate subject and the positive and sport confidence

Variables	Experimental Group	Control Group
Performance level		
Positivity	0.761*	0.681*
Sport Confidence	0.748*	0.649*

The significance of the correlation coefficient at the level of 0.05 = 0.514

Table (5) shows that there is no statistical correlation between the statistically significant positive for the performance level of karate subject and all of the positive and sport confidence of the experimental group and control group.

Discussion:

The results of Table (2) refer to the existence of statistical differences between pre and post measurements for the experimental group in selected variables under consideration. As can be seen from the results of Table (3) there is no statistically significant differences between pre and post measurements of the control group in selected variables under consideration. And the researchers attribute that to the program of psychological counselling proposed and to using by the researchers of method of collective counselling where there is love, understanding and acceptance. the researchers have been taken into account at the application of counselling sessions to be similar to academic lectures within the college, either practical or

theoretical in order to accustom students to the confront inside the lecture, taking also into account that the program include Some techniques such as modeling, relaxation, breathing, meditation and social skills, problem solving, lecture, discussions, feedback and other strategies of behavior counselling as well as the method of self-positive awareness, which is where the two researchers assist the female student to have an awareness of her abilities and capabilities and to determine her negatives to can avoid it, and her positivity in different situations and to strength such positivity through dialogue with herself. In addition, the two female researchers used the positive imaginary approach which helps the student to imagine herself while making the positive attitude in various situations

and felt happy in doing so all of these methods and other techniques of the program of psychological counselling for students and which is considered the main entrance to help them facing the problems and the changing situations in their studies in her college and in their general life, and this is consistent with what indicated by P.M.Rushdie (2000) that the positive aspects personality of individual must be enhanced and refined to help to him in different positions .This is also Consistent with the study of H.E. Khaled (2002) ; A.H. Hoda (2008), which confirms that positivity improve the feeling of the positive sense of psychological security and bear the frustrations and general psychological state and the level of ambition.

The two researchers believes that improvement of sport confidence for the student makes her into a predicted positively to their level and their capabilities, skills and confidence through the success of sequences works to improve the performance, on the contrary the student with low-level adversely affects negatively the position of performance and other negative effects they are in predicting the failure and inability to focus and distraction As well as awareness of the feeling of non-pleasant emotion and inability to cope with the position of competition with confidence, and this is consistent with each of K.R.Osama (2000); H.A.Mohammad (1997) that the acquisition of self-confidence makes athlete more calm and relaxed and able to act successfully in Positions bout as they help him to concentrate on the required performance and evoke the challenge to him to do his best to achieve the required goals, and the athletes who have the performance level of skill and fitness tend to play to achieve the gain and are not afraid to try the initiative and have control over their competitors and can therefore To take advantage of the conditions of competition.L. F. Jessica, C.T. Jean, D. Janice (2005) saw the importance of sportive programs in improve the positivity, confidence and efficient for youth.t is clear from the results of Table (3) that there are statistically significant differences between the pre and post measurements of the control group in the selected variables under consideration, and blames the researchers to the attention of the program followed for Karate and teaching skills and various movements of karate without regard to Psychological Skills that may affect the students and especially the Second Division, the fact increasing the burden on the nervous system which in turn leads to the emergence of biological and psychological symptoms associated with emotions, especially as the nature of the study process had to assess the level of college students on an ongoing basis along with the educational process.This is consistent with Fabiocoman (2004); R. Maryg (2003) that training in the traditional was focusing s on the

performance in the case of stability and making little progress in improving the level of skill performance.The results of Table (4) refers to the fact that there are statistical significant differences between the post measurements for the two experimental and control group in a positivity and sport confidence for the benefit of the experimental group, and researchers returns the improvement of the impact of the program of psychological counselling proposal, which was applied to the experimental group without control, which led to the improved level of positivity and sport confidence And the level of performance for karate subject in the experimental group, and is in line with the results of M.A.Zeinab , M.Y. Amal (2001) that the program of psychological counselling an appropriate method is effective in reducing social anxiety and increase self-confidence and level of performance to express the dynamic of what it contains of the techniques where Students feel of security, love and acceptance and help them to cope in different social situations.This is consistent with what referred to by each of A.H. Hussein, B. Mustafa (2006) that there is a an urgent and necessary need for to the programs, psychological counselling in the sports field as there are causes, such as fear or a sense of non capicity in performance due to the impressions, situations, and educational attempts, the role of counselling programs is to detect the compatibility of sports with the problems and circumstances faced in the process of training or education, S.Nabil (2004) view that that the objectives of psychological counselling to improve the educational process by raising the motivation for learning and attention to individual differences and shed light on Problems of student learning and trying to solve, and guide the student to the proper methods in studying and help the student to achieve herself .Z.Hamid (1997) Indicates " that the counselling will help students in making educational plans that fit their abilities and inclinations, tendencies and their goals and help them to succeed, and also provide guiding services are integrated in and through the educational process as a whole in the context of a specific program to be consistent with the objectives of the process guidance with the objectives of the process Education as a whole .That agreed with results A. Jeffrey, M. Lisa (2001) counseling programs lead to improve the performance.This is also is agreed with what indicated by A. Saffaa , K. Aladdin (2000) on the importance of psychological adduction of the individual to develop of emotional and psychological aspects to help him/her to understand itself and its environment.This is also is agreed with T. Mei, D.A. Kathleen, L. Danielle et al.(2004)there is a positive relationship between providing counselling program and educational programs_ and self-efficacy and reduce anxiety.I.B.

Ahmed (2010) saw the process of teaching karate education is a collaborative process between the player and coach, who is on his shoulder many of the tasks of teaching and educational are assumed, that contribute to individual breeding a comprehensive balanced and allow him the opportunity to achieve the highest levels of training in karate next to instill and develop the characteristics of congenial and positive attitude practitioners. The results of Table (5) to the existence of significant differences between the indices dimensions for the two experimental and control group in a positive and confidence in sports and in favor of the experimental group, and returns the researchers of this improvement of the impact of the program of psychological counselling proposal, which was applied to the experimental group without control, which led to the improved level of positive and confidence sports And the level of performance for material karate in the experimental group, and is in line with the results of M. Zeinab, M.Y. Amal (2001) that the program of psychological counselling an appropriate method is effective in reducing social anxiety and increase self-confidence and level of performance to express the dynamic of what it contains of the techniques is Students of security, love and acceptance and help them to cope in different social situations. The results of Table (5) show that there is a statistically significant positive correlation between the level of performance of karate subject and both positivity and sport confidence of the experimental group and control group. The two researchers attribute this to the fact that the positivity development will help the female student to become more able to face the situations and different problems that may face her that making her sport confidence to be of high level and therefore to have optimism, and then increase her level of performance. This is consistent with what was referred by both A. Abdalmtalb (1998) ; M. Rushdie (2000) that the positivity is one of the important indicators of improvement in the sound psychological condition of the individual, as agreed with the study of A. Taha (1987) ; H. Khaled (2002) in that there is positive correlation statistically significant between the positivity and all of the style in front of the pressing situations and the ability to solve problems, thereby increasing a sense of psychological security. This agrees with K.R. Osama (2000) ; A.S . Mohammed, I. Magda (2001) that self-confidence is important because it is related with athletic appreciation for himself and it makes him/her exert the effort for excellence Self-confidence is formed as a result of providing their physical abilities and skills and tactical and through the integration between mind and body. It must be concerned with self-confidence that go side by side with the programs of physical, skill and tactical

preparation where all this gives it all a sense of security and instability of performance skills, and raise the level of the specialized Skill Performance. This is indicated by the results of study for R.S. Vealey (1988); J. Jeffrey and L. Diane L. (1991) that the athletes who got the sport confidence enjoy a high level of performance better than athletes with less sport confidence. When athletes have self-confidence, he tends to persevere even through the matter is as an ideal way as confidence is from the basic features that success performance in most sports (D. Rennie, 2008). Also that agreed with W. Tim, H. Lew (2003) there is a relationship between sport confidence and combat performance level.

Conclusions:

- The proposed program of psychological counselling has a positive effect on the development of positivity and sport confidence for the experimental group.
- There is a positive correlation between the level of statistical performance of karate and all the material of the positive and sport confidence.

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