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The effect of a psychological counselling program based on productive thinking on reducing the feeling of psychological loneliness among basketball players at the sports talent care center

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Abstract

This study aims to develop a diagnostic specialized scale for basketball players' productive thinking, create a psychological counseling program based on the productive thinking of basketball players at the Sports Talent Care Center, develop an understanding of the psychological makeup of basketball players, and determine the effects of the psychological counseling program based on the productive thinking in reducing the feeling of the psychological unit of the players Sports talent basketball, and By creating the experimental groups and the equal control, I implemented the experimental curriculum, and the borders of society were represented by the youth category players at the Baghdad Sports Talent Center for Basketball, who are between the ages of (15-17) years, and a training life of (6-7) years of persistent in their training for the sports season (2024/2025) of the number (38) players, all of whom were deliberately chosen in a comprehensive method of (100%). They were randomly chosen for the reconnaissance sample (8) players by (21.053%) of the original society, as was chosen from the rest of the sports talent centers for the basketball of the building sample (100) players, while the category of those covered by a problem for the current research are the two applications of the application of (16) players by (42.105%) of the original society were limited after the application of the feeling of the feeling of psychological unit, as it was built Two cumin scales for each of the two speakers and each specific use scale in the research, and after preparing the scales and preparing the psychological counseling program based on the productive thinking has been applied to the players of the experimental group for the period from (6/10/2024) until (10/24/2024), for a day (Sunday, Thursday) of each week, and the research experience ended with the application of the feeling of psychological unit in the tests The dimension on Sunday (10/27/2024), then tackling the results (SPSS), to be extracts and applications that the factors of productive thinking and the feeling of psychological unity are suitable for the players of the Sports Care Center for basketball, They do not prepare for the measuring of these two cyclone phenomena, and in each of them meet the scientific conditions of the foundations and transactions to accept the standards in sports psychology, and the practical applications of the sessions of the psychological counseling program based on the productive thinking are suitable Sports talent basketball, and it is necessary to pay attention to the diagnostic psychological measurement and its applications on the players of the Sports Care Center for basketball to follow the psychological state of their psychological state and avoid psychological problems or limit them before their level of high levels, and it must consider the unique training and competitive atmosphere for basketball players at the sports care facility, as well as the principles of specialized sports psychology when getting ready the methodology The appropriate psychology of this category of talented.

Keywords: Psychological counselling program, productive thinking, psychological loneliness, basketball players

Introduction

The process of changing feelings and emotions toward a specific event or situation that causes undesirable psychological phenomena requires a change in the player's way of thinking about these events or situations, as is well known. This requires avoiding excessive, unproductive thinking that increases interaction with negative feelings and emotions, which places

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the player in a position of continuing to experience these phenomena. These feelings worsen and become difficult to control unless sports psychology intervenes to address them through psychological counseling programs to reduce or limit them, enabling the player to continue to integrate and avoid feeling psychologically lonely in training and competitive environments.

Psychological loneliness is defined as "a form of self-extremism aimed at isolating oneself from what the individual believes to be harmful to their psychological state when continuing to interact with their surroundings." (Al-Saleh, 2024, 114) ^[7].

Psychological loneliness is also defined as "a state experienced by an individual characterized by feelings of isolation and detachment from the social environment or the inability to communicate deeply and effectively alongside others. This sensation may be transient or persistent, and its effects on the mind differ from one individual to another." (Rigby & Cunningham, 2002, p. 6) ^[24].

Psychological loneliness is defined as "an individual's feeling of isolation and detachment from others, even when they are physically close to him or her. This feeling can result from Insufficient social connections or discontentment with current relationships. Psychological loneliness is not only related to the physical absence of others, but also relates to feelings of emotional and intellectual isolation from others, regardless of their status." (Taha, 2020, p. 14) ^[27].

Some of the reasons that lead an individual to feel psychological loneliness are: (Hawley & Cacioppo, 2010, p. 221)

- **Personal factors:** such as Communication difficulties, social anxiety, shyness, or irrational expectations from relationships.
- **Environmental factors:** such as moving to a new location, losing a contract with a club, or retiring from coaching.
- **Social factors:** such as living in a society suffering from family or societal disintegration.
- **Psychological factors:** such as depression or anxiety disorders.
- Many frustrating circumstances must be avoided because their presence makes it harder for the player to stay motivated and intense during training." (Yassin, 2016, p. 95) ^[29].

"Intrapsychic conflicts, desires, and unconscious tendencies grow as a person becomes more concerned with the reality of their surroundings, especially the social, cultural, and historical aspects." (Jaber, 2022, p. 477)

The researcher believes that a sports environment that seeks to support athletic talent must take into account that players who excel in any area of life, especially basketball talent, must continue to be constantly supported to attract them to this interactive environment. It is essential for coaches to be careful not to criticize in a harsh or harsh manner to avoid creating conflicts with peers or straying from integration into the surroundings of this training environment, which is supposed to support the excellence and creativity of this athletic talent in basketball. If players at the Sports Talent Care Center encounter such repulsive circumstances from their external environment, attention must be paid to supporting their thinking to change their beliefs or convictions toward positivity and productivity, which benefits their psychological state, as part of fulfilling the requirements for supporting the psychological factor in the environment.

Training is one of the most important factors in athletic training.

"Studying thinking and understanding its various structural methods and characteristics is the basis for an individual's awareness of using the appropriate thinking style for the situation they face in their surroundings." (Al-Fahdawi and Al-Lahyani, 2016, p. 219) ^[2].

Furthermore, "An individual's surroundings obviously affect or even dictate the majority of their thoughts. Sound thinking is more likely to result from an environment that is mentally healthy. On the other hand, a setting that lacks solid foundations or is full of erratic happenings may cause people to think differently about that environment." (Mikhail, 2022, p. 42) ^[20].

"John Locke addressed this by stating that all the thoughts our minds must deal with originate in two ways: first, through sensation, and second, through reflection or the internal sense, which is made up of the brain's awareness of its own functions." (Whaley, 2002, p. 569) ^[28].

Productive thinking is defined as "A scientific methodological instrument that integrates the abilities of self-control, creativity, and critical thinking. Through this tool, individuals deal with the environment they encounter with high quality and variety, helping them achieve new outcomes that depart from the norm." (Razouki *et al.*, 2019, p. 15) ^[23].

It is also defined as "a way of thinking that generates new ideas by combining critical and creative thinking skills." (Hurson, 2008, p. 45) ^[15].

Productive thinking is also defined as "a type of thinking that aims to produce new and innovative ideas or solutions, focusing on the use of creativity and analysis to arrive at new and useful results." Therefore, productive thinking is essential in various fields. The following is a summary of the traits of productive thinking: (Runco, 2014, p. 17) ^[25].

- **Creativity:** The capacity to think creatively and produce original, unorthodox concepts.
- **Analysis:** The capacity to methodically examine data and information in order to comprehend a topic more thoroughly.
- **Flexibility:** The ability to change one's approach or method when needed, without clinging to traditional ways of thinking.
- **Curiosity:** The constant desire to learn and explore.
- **Perseverance:** The ability to continue working on an idea or problem until a solution is reached.
- **Critical thinking:** The ability to objectively evaluate ideas and solutions and determine the best among them.
- **Organization:** The ability to organize ideas and information in a way that helps reach a conclusion. To the desired results.

Another definition of productive thinking is a methodical approach to problem-solving and wise decision-making. Finding original and workable answers to a variety of problems is the main goal of productive thinking. The following are some guidelines and methods that support the growth of constructive thought: (Kaufman & Other, 2019, p. 2) ^[17].

- **Clearly defining goals:** This means knowing what is desired to be accomplished in order to direct thoughts toward suitable solutions.
- **Information gathering:** This means researching and gathering relevant information about the problem to help better understand it.

- **Creative thinking:** This means using Using creative thinking methods like brainstorming to produce original and unorthodox ideas.
- Analyzing available options according to predetermined standards in order to choose the best one is known as options analysis.
- **Planning and execution:** This entails creating a detailed action plan to carry out the selected solution and monitoring its execution.
- **Assessment and enhancement:** This means that after implementing the solution, the results must be evaluated and necessary improvements made.

Therefore, "developing thinking is the most powerful tool a person possesses, because increasing an individual's ability to think is the greatest gift to the importance of thinking and its prestigious status." (Fahmy, 2010, pp. 11-13) ^[11].

Since "the feeling of psychological loneliness is a painful feeling resulting from the loss of acceptance, love, and understanding from others, it leads to a weakened sense of trust that prevents the individual from sharing his secrets with others, a feeling of being neglected, and a lack of confidence in his social competence." (Hindawi, 2017, p. 398) ^[14].

The researcher believes that thinking changes internally in the player by changing his convictions regarding the content of the concepts of the events he encounters in the sports environment, or by providing structured advice and guidance to clarify the overall facts supporting this change in thinking. This is based on the fact that feeling and thinking are two intertwined processes for the player, which highlights the need for psychological counseling programs, which are essential for providing support and assistance to the psychological factor of all players who develop feelings of psychological loneliness. A psychological program is defined as "a series of organized events, conducted in an environment of mutual respect and gratitude, with the goal of assisting people in resolving their issues, teaching them how to make wise decisions, helping them identify the solutions they need, improving their skills and abilities, and changing their attitudes." (Abu Asaad and Arabiyat, 2019, p. 15) ^[1].

"Psychological programs, in terms of sessions, their design, and implementation, are linked to counseling programs that target the behavior of players. Counseling programs are described as a collection of services, methods, and exercises that a counselor with training and expertise offers to a group of clients in order to accomplish psychological and social harmony to facilitate the achievement of their goals." (Al-Khafaji, 2009, p. 9) ^[4].

Also, "The ability to accurately perceive emotions in various social situations includes staying on top of these situations, challenges, and people." (Al-Khalidi, 2014, p. 34) ^[5].

Behavioral programs that integrate with psychological programs are defined as "a set of guidelines for the individual to observe and feel their body's positions and direct them toward relaxation or movements that activate the state of feeling in those parts." (Al-Fakhrani, 2017, p. 55) ^[3].

Also, "Individuals who receive psychological counseling can enhance their mental organization and positive thinking abilities, acquire relaxation, meditation, and concentration techniques, and create coping mechanisms for psychological stress and distraction." (Piet & Hougaard, 2011, p. 1335) ^[21].

The Effect of a Psychological Reducing Psychological Loneliness in Basketball Players at the Sports Talent Care Center with a Counseling Program Based on Productive Thinking.

After explaining the connection between thinking and feelings mentioned in various literature, The study's significance stems from the fact that the psychological counseling program in sports psychology must have a scope in supporting the players of the Center for Sports Talent Care in basketball by modifying the thinking methods that support the continued existence and progress of this center. By following up with teenage athletes at the Sports Talent Care School in Baghdad, the researcher, she noticed the emergence of features of psychological loneliness in the behavior of some players, which required putting together a program for psychological psychotherapy that achieves the requirement of two interconnected directions to support these players, namely the growth of constructive thought and reducing the feeling of psychological loneliness. The research aims to build a specialized diagnostic scale for productive thinking for the players of the Center for Sports Talent Care in basketball, prepare a psychological counseling program based on productive thinking for the players of the Center for Sports Talent Care in basketball, build a scale of psychological loneliness for the players of the Center for Sports Talent Care in basketball, and identify the effect of The curriculum for psychological counseling based on productive thinking in reducing the feeling of psychological loneliness for the players of basketball's Sports Talent Care Center. There are statistically significant disparities between the results, according to the research hypotheses. Psychological loneliness pre- and post-tests for the experimental and control groups. The results of the experimental and control groups' post-tests on psychological loneliness show statistically significant differences.

Methods and Procedures

By carefully planning the experimental and control groups using pre- and post-tests, the experimental technique was chosen in accordance with the factors influencing the current study problem. Youth basketball players from the Sports Talent Care Center for Basketball in Baghdad, whose ages varied from 15 to 17, with a training age of 6-7 years, served as representatives of the study community's boundaries. These players continued their training throughout the season (2024/2025), totaling (38) players. The specificity of the research for this type of study requires the selection of the main research sample to which the psychological counseling program based on productive thinking was applied. The selection and distribution procedural method for each of the research requirements should be according to the procedures that will be mentioned below, in order to select players whose arithmetic mean is less than the hypothetical mean of the productive thinking scale to be selected for the primary study sample for use. They were deliberately selected using a comprehensive enumeration method, all of them at a rate of (100%) for the total research sample. Initially, (8) players were randomly selected from them for the exploratory sample. (21.053%) of this total community, and (100) players from other centers in various Iraqi governorates were chosen for the sample to build both the diagnostic scale to measure productive thinking and the main research tool, which is the scale of psychological loneliness, in a random manner according to the conditions for building psychometric scales, with each paragraph of the scale (5) players, by adopting the electronic applications (Gogol Drive) in correspondence with the basketball players of these centers, considering that they are outside the experiment and direct communication with them is not required as a condition in this research, as after

completing the procedural and statistical construction processes, a survey was conducted on the (38) remaining players from the sports talent care centers for basketball in Baghdad, to apply the scale of psychological loneliness to limit this category of those included in the problem of the current research, whose number reached (16) players at a rate of (42.105%), whose arithmetic mean did not exceed the hypothetical mean level for this scale, as for the scale of productive thinking, its use in this research was limited to preparing the guidance sessions for this program, as will be shown below. He mentioned that, The participants in this sample were split into two equal-number groups in compliance with the specifications of the research's experimental design, and one of them was chosen at random to serve as the experimental group that applied the psychological guidance program, and the other to be the control group. The process of constructing both research scales began with joint field procedures and completely separate statistical treatments, and each scale has a specific purpose in this research. (20) paragraph phrases were prepared for each scale according to the conditions for constructing paragraph phrases, their alternatives, and their correction key in psychological measurement, based on the theoretical framework of both the concepts of productive

thinking and psychological unity. The researcher proceeded to discuss with (7) specialists in direct individual personal interviews with them about the phrases and their alternatives. Then, the phrases were closed with three-way alternatives, adopting the correction key (3, 2, 1), and preparing a paper opinion poll questionnaire, attaching the two scales in their first two forms, and presenting them with all the phrases, paragraph alternatives, and scale instructions they contain to (19) specialists in basketball, testing, measuring, and sports psychology. They agreed to adopt them at a rate of (100%) without changing, modifying, or deleting all the paragraphs. The researcher also conducted a pilot test of the two scales on Wednesday, September 9, 2024, on a pilot sample of (8) players, to identify any obstacles that might be encountered in their application, to be taken into account later. The response time in this pilot was calculated to be (7) minutes for each scale, and the researcher did not encounter any noteworthy comments. The researcher then proceeded to verify the discriminatory ability after applying the two scales to the construction sample of (100) players, adopting the two-party group method at a rate of (27%), which amounted to (27) for each group, by comparing the scores of each scale statistically utilizing the (t) law for unrelated samples, as demonstrated by Tables (1) and (2)'s findings.

Table 1: The findings of the basketball players' paragraphs on the productive thinking scale's discriminate ability

No.	Groups and the number	Arithmetic mean	Standard deviation	(t)	(Sig)	Type Sig	Discrimination truth
1	Upper (27)	2.41	0.501	11.333	0.000	Sig	Distinctive
	Lower (27)	1.11	0.32				
2	Upper (27)	2.37	0.492	13.112	0.000	Sig	Distinctive
	Lower (27)	1.04	0.192				
3	Upper (27)	2.3	0.465	8.355	0.000	Sig	Distinctive
	Lower (27)	1.26	0.447				
4	Upper (27)	2.33	0.48	9.584	0.000	Sig	Distinctive
	Lower (27)	1.19	0.396				
5	Upper (27)	2.37	0.492	10.396	0.000	Sig	Distinctive
	Lower (27)	1.15	0.362				
6	Upper (27)	2.52	0.643	12.276	0.000	Sig	Distinctive
	Lower (27)	1	0.000				
7	Upper (27)	2.26	0.447	8.228	0.000	Sig	Distinctive
	Lower (27)	1.26	0.447				
8	Upper (27)	2.48	0.509	8.928	0.000	Sig	Distinctive
	Lower (27)	1.3	0.465				
9	Upper (27)	2.63	0.492	8.425	0.000	Sig	Distinctive
	Lower (27)	1.48	0.509				
10	Upper (27)	2.19	0.396	10.961	0.000	Sig	Distinctive
	Lower (27)	1.11	0.32				
11	Upper (27)	2.67	0.48	9.099	0.000	Sig	Distinctive
	Lower (27)	1.44	0.506				
12	Upper (27)	2.7	0.465	10.23	0.000	Sig	Distinctive
	Lower (27)	1.37	0.492				
13	Upper (27)	2.74	0.447	9.977	0.000	Sig	Distinctive
	Lower (27)	1.44	0.506				
14	Upper (27)	2.15	0.362	7.508	0.000	Sig	Distinctive
	Lower (27)	1.3	0.465				
15	Upper (27)	2.67	0.48	14	0.000	Sig	Distinctive
	Lower (27)	1.11	0.32				
16	Upper (27)	2.74	0.447	9.377	0.000	Sig	Distinctive
	Lower (27)	1.52	0.509				
17	Upper (27)	2.48	0.509	11.838	0.000	Sig	Distinctive
	Lower (27)	1.11	0.32				
18	Upper (27)	2.41	0.501	6.216	0.000	Sig	Distinctive
	Lower (27)	1.56	0.506				
19	Upper (27)	2.33	0.48	8.057	0.000	Sig	Distinctive
	Lower (27)	1.3	0.465				
20	Upper (27)	2.37	0.492	9.188	0.000	Sig	Distinctive
	Lower (27)	1.22	0.424				

Significant with a Sig \geq (0.05), degrees of freedom, and a significance threshold of (0.05) (sum of the two tailed samples - 2) = 52.

Table 2: The results of the basketball players' psychological loneliness scale's discriminatory ability

No.	Groups and the number	Arithmetic mean	Standard deviation	(t)	(Sig)	Type Sig	Discrimination truth
1	Upper (27)	2.44	0.506	9.619	0.000	Sig	Distinctive
	Lower (27)	1.22	0.424				
2	Upper (27)	2.41	0.501	10.59	0.000	Sig	Distinctive
	Lower (27)	1.15	0.362				
3	Upper (27)	2.33	0.48	7.276	0.000	Sig	Distinctive
	Lower (27)	1.37	0.492				
4	Upper (27)	2.37	0.492	8.241	0.000	Sig	Distinctive
	Lower (27)	1.3	0.465				
5	Upper (27)	2.41	0.501	8.892	0.000	Sig	Distinctive
	Lower (27)	1.26	0.447				
6	Upper (27)	2.63	0.492	15.661	0.000	Sig	Distinctive
	Lower (27)	1.04	0.192				
7	Upper (27)	2.3	0.465	7.104	0.000	Sig	Distinctive
	Lower (27)	1.37	0.492				
8	Upper (27)	2.52	0.509	8.085	0.000	Sig	Distinctive
	Lower (27)	1.41	0.501				
9	Upper (27)	2.67	0.48	8.043	0.000	Sig	Distinctive
	Lower (27)	1.59	0.501				
10	Upper (27)	2.33	0.48	7.649	0.000	Sig	Distinctive
	Lower (27)	1.33	0.48				
11	Upper (27)	2.81	0.396	9.584	0.000	Sig	Distinctive
	Lower (27)	1.67	0.48				
12	Upper (27)	2.74	0.447	9.661	0.000	Sig	Distinctive
	Lower (27)	1.48	0.509				
13	Upper (27)	2.78	0.424	9.619	0.000	Sig	Distinctive
	Lower (27)	1.56	0.506				
14	Upper (27)	2.19	0.396	6.332	0.000	Sig	Distinctive
	Lower (27)	1.41	0.501				
15	Upper (27)	2.7	0.465	12.233	0.000	Sig	Distinctive
	Lower (27)	1.22	0.424				
16	Upper (27)	2.78	0.424	9.188	0.000	Sig	Distinctive
	Lower (27)	1.63	0.492				
17	Upper (27)	2.52	0.509	10.169	0.000	Sig	Distinctive
	Lower (27)	1.22	0.424				
18	Upper (27)	2.44	0.506	5.79	0.000	Sig	Distinctive
	Lower (27)	1.67	0.48				
19	Upper (27)	2.37	0.492	7.127	0.000	Sig	Distinctive
	Lower (27)	1.41	0.501				
20	Upper (27)	2.41	0.501	8.043	0.000	Sig	Distinctive
	Lower (27)	1.33	0.48				

Significant with a Sig \geq (0.05) and a significance level of (0.05) degrees of freedom (sum of the two-tailed samples - 2) = 52.

The internal consistency validity of the same degrees of application of each scale to the construction sample players, numbering (100) players, was also verified by finding simple

Pearson correlation coefficients, as shown in the results of Tables (3) and (4):

Table 3: The internal consistency of the correlation between the paragraphs of the basketball players' productive thinking scale

No.	Correlation of the paragraph score with the overall measurement score	(Sig)	No.	Correlation between the overall assessment score and the paragraph score	(Sig)
1	0.693*	0.000	11	0.736*	0.000
2	0.677*	0.000	12	0.706*	0.000
3	0.652*	0.000	13	0.453*	0.000
4	0.727*	0.000	14	0.807*	0.000
5	0.761*	0.000	15	0.691*	0.000
6	0.672*	0.000	16	0.511*	0.000
7	0.587*	0.000	17	0.555*	0.000
8	0.648*	0.000	18	0.653*	0.000
9	0.666*	0.000	19	0.773*	0.000
10	0.591*	0.000	20	0.719*	0.000

*Significant at (Sig) \geq (0.05) and significance level (0.05) degrees of freedom (total construction sample - 2) = 98

Table 4: Basketball players' psychological loneliness scale items' internal consistency of correlation

No.	Correlation between the overall assessment scor and the paragraph score	(Sig)	No.	Correlation of the paragraph score with the overall measurement score	(Sig)
1	0.687*	0.000	11	0.566*	0.000
2	0.591*	0.000	12	0.774*	0.000
3	0.682*	0.000	13	0.493*	0.000
4	0.525*	0.000	14	0.645*	0.000
5	0.609*	0.000	15	0.628*	0.000
6	0.632*	0.000	16	0.749*	0.000
7	0.533*	0.000	17	0.672*	0.000
8	0.691*	0.000	18	0.681*	0.000
9	0.864*	0.000	19	0.513*	0.000
10	0.554*	0.000	20	0.633*	0.000

*Significant at a A significance level of (0.05) degrees of freedom and Sig \geq (0.05) (total construct sample -2) = 98.

The stability of each scale was also statistically verified by processing the application scores themselves on the construct sample using the Cronbach's alpha coefficient, which reached (0.897) for the productive thinking scale, and (0.892) for the scale at a degree of freedom of (98) and a significance level of

(0.05). To prove the suitability of each scale for basketball players, the normal distribution was statistically verified by processing their application scores on the same remote sample, as shown in the results of Table (5):

Table 5: The final statistical parameters and normal distribution values

The quantity of participants in the construction sample	Number of paragraphs	Total degree	Arithmetic mean	Standard deviation	Coefficient of skewness
Productive thinking of talented basketball players	20	60	40.44	9.592	-0.244
Psychological loneliness of talented basketball players	20	60	36	9.15	0.634

A normal distribution is considered moderate if the value of the skewness coefficient falls between (± 1).

Following the procedures to create the two scales in their final configurations (Appendices 1 and 2), the sum of the scores for each ranged from (20-60) points, with a hypothetical mean of (40). The following represent their use:

- Productive thinking among basketball players: In developing a psychological counseling program based solely on productive thinking.
- Feelings of psychological loneliness among basketball players: In determining the study participants and as a dependent variable in the study.
- The steps for developing a psychological counseling program based on productive thinking also included the following:

The experimental group, consisting of (8) players, was surveyed using the Productive Thinking Scale at the Sports Talent Care Center for Basketball. Their scores were compared to the fictitious mean of the scale, which was (40). The arithmetic mean for the scale was (33.076), with a standard deviation of (+1.254). The application of the scale was not intended to measure a dependent variable in this research, but rather was solely due to its stated necessity in developing the psychological counseling program.

- Identifying and accurately identifying the needs of basketball players to increase the required level of productive thinking.
- Identifying priorities to reduce the level of basketball players' psychological isolation.
- Defining the objectives of the psychological counseling program based on productive thinking for talented basketball players.
- Identifying the tactics and methods required to fulfill the psychological counseling program's predetermined goals based on productive thinking for talented basketball players.
- Identify the applications of a psychological counseling

program based on productive thinking for talented basketball players.

- Establish criteria for evaluating the results of implementing a psychological counseling program based on productive thinking for talented basketball players.

The sessions of the curriculum for psychological counseling based on productive thinking for talented basketball players were implemented as follows

- Each session lasted twenty-five minutes, as scheduled.
- There were six sessions of counseling, which were conducted at a rate of two sessions each week, before implementing the training modules followed at The Center for Sports Talent Care for Basketball in Baghdad.
- The program for psychological counseling that is based on productive thinking for talented basketball players continued for (3) consecutive weeks, including the following steps:
- **Step One:** Establishing a professional relationship between the researcher and the talented basketball players in the experimental group.
- **Step Two:** The researcher identified weaknesses based on the results of the productive thinking of the basketball players, by combining the content of each (5) paragraph that identified their weaknesses.
- **Step Three:** The researcher explained to the talented basketball players that their continued unproductive thinking was due to the need to reduce their level of psychological loneliness, not to previous events.
- **Step Four:** Help talented basketball players reduce their level of psychological loneliness by addressing reality through counter-advocacy and persistent opposition to misconceptions and misconceptions about their importance, through persuasion and encouragement.
- **Step Five:** Help talented basketball players adopt a more rational philosophy to enhance productive thinking and reduce their level of psychological loneliness.

The research experiment began with the application of the Psychological Loneliness Scale for Basketball Players in the pre-tests on Thursday, October 3, 2024. The measurement steps were as follows:

- **Step 1:** The Psychological Loneliness Scale for Basketball Players' three-point adjustment key was used to determine each item's weight score for the chosen option.
- **Step 2:** The player's overall score was calculated by adding the weight scores for each item.
- **Step 3:** The data were tabulated into unique paper formats in advance of statistical analysis.

The program for psychological counseling that is founded on productive thinking was then applied to the (8) players in the

experimental group before implementing their training modules. The players in the control group only implemented the exercises prescribed by the trainer, without psychological counseling programs. This application continued for the period extending from (October 6, 2024) to (October 24, 2024), on (Sundays and Thursdays) of each week. The research experiment concluded with the application of the psychological loneliness scale in the post-tests on Sunday, October 27, 2024. The research results were processed using the (SPSS) system to calculate the percentage values, arithmetic mean, standard deviation, simple Cronbach's alpha coefficient, skewness coefficient, correlation coefficient (Person), Separate t-tests for unrelated and linked samples.

Results

Table 6: The pre-test results between the experimental and control study groups

Scale	Groups and number		Arithmetic mean	Standard deviation	Homogeneity of variance (Leven)	(Sig)	(t)	(Sig)	Type Sig
Psychological loneliness among basketball players	Experimental	8	49.63	4.34	1.232	0.286	0.635	0.535	Non sig
	Control	8	50.88	3.482					

When the degree of freedom is (14) and the Sig score is higher than 0.05, the statistical difference is not significant.

Table 7: The pre- and post-test findings for the experimental and control research groups

Scale	Groups and number	tests	Arithmetic mean	Standard deviation	Arithmetic mean of difference	Standard error of the mean difference	(t)	(Sig)	Type Sig
Psychological loneliness among basketball players	Experimental (8)	Pre	49.63	4.34	16.25	4.652	9.88	0.000	Sig
		Post	33.38	1.302					
	Control (8)	Pre	50.88	3.482	14.5	5.555	7.383	0.000	Sig
		Post	36.38	3.503					

The statistical difference is significant when the Sig score is less than (0.05) with a degree of freedom of n-1.

Table 8: Shows the results of the pre-tests for the experimental and control groups.

Scale	Groups and number		Arithmetic mean	Standard deviation	(t)	(Sig)	Type Sig
Psychological loneliness among basketball players	Experimental	8	33.38	1.302	2.271	0.039	Sig
	Control	8	36.38	3.503			

The statistical difference is significant when the Sig score is less than (0.05) with a degree of freedom of (14).

Discussion

When comparing the post-test results to the pre-test results, it is evident from looking at Table (3) that the gifted young basketball players in the two research groups experienced less psychological loneliness. It is evident from looking at Table (4) that the experimental group's players did better than the control group's in terms of lowering psychological loneliness on the post-tests. The researcher credits the development of these findings to their use of a psychological counseling program based on productive thinking. These psychological counseling sessions focused on the fact that in the training and competitive environment, for the player's thinking to be productive, he must be directed toward performance and how to advance his level to reach professionalism, to determine the productivity of his thinking in everything that is beneficial. Considering that the philosophy of human benefit cannot be achieved, no matter how advanced and sublime it is, communication with others is necessary to feel its benefit or fruits. This communication is the opposite of isolation. Psychological loneliness, and since this matter is linked to personal benefit, then according to the rule of the psychologist (Freud) that man seeks pleasure and avoids pain, the player will certainly tend to change his beliefs about psychological loneliness, so that the feeling of it gradually disappears, and then return to social integration in the sports environment as a feeling and a lively and interactive presence. This is what the

psychological counseling sessions provide, which are concerned with the player delving into himself, asking whether staying like this is better or changing towards what achieves benefits is better, so that he goes through the psychological dialogue with himself by interacting with what is presented to him with productive thinking, as the researcher was keen in preparing the counseling sessions to have the productivity of thinking towards rejecting psychological loneliness and the undesirable effects it leaves behind, by adopting academic facts that what is more important than being alive is to live in interaction with the surrounding environment, and not isolating from it, considering that isolation with this loneliness as a result of the exacerbation of the feeling of it in team games reduces interaction within the team and leads to a decline in the professional level, and thus the game cannot be brought to a better level if the player relies on His individual abilities or capabilities, even if he is gifted, as these results demonstrated the effectiveness effectiveness the productive thinking-based psychological counseling program in lowering the players' sense of psychological isolation and their sense of superiority over their peers in the control group.

"Psychological counseling programs that rely on repetition under many calibrated conditions contribute to controlling sudden changes." (Lozano & Alvarez, 2017, p. 579) ^[18].

Considering that "As a learning process that focuses on

changing people's attitudes, feelings, and behaviors toward others, themselves, and the world around them, counseling plays a significant role in raising individual consciousness. Therefore, we may conclude that a group that successfully completes counseling is progressing and growing." (Kafafi, 2011, p. 258) ^[16].

Furthermore, "People evaluate their potential or ability based on their physiological and psychological states. Therefore, how people perceive and interpret their bodily and emotional reactions in terms of their high or low self-beliefs is more significant than how severe those emotions are." (Yassin, 2016, p. 116) ^[29].

Strategies for mitigating psychological loneliness include participating in volunteer activities that help expand one's circle of friends and acquaintances, spending more time with teammates and family, communicating regularly with them, developing effective communication skills, or speaking with a counselor or psychotherapist who can help understand and address feelings of psychological loneliness. Hawkey & Cacioppo, 2010, p. 221) ^[13].

"Preparing players who possess scientific thinking skills and are capable of solving problems, making decisions, and dealing with various life situations with knowledge and skill will only be achieved by delving deeply into scientific knowledge and linking newly acquired knowledge to previous knowledge." (Hassan & El-Dessouki, 2022, p. 5).

"The biological idea of adaptation has been appropriated by psychology to describe how people try to adjust to the psychological and social circumstances that surround them, which they must constantly adjust to." (Debarti, 2015, p. 33) ^[10].

"Many people experience psychological loneliness, but it can be lessened by raising awareness, developing social skills, and getting the right help by comprehending its causes and effects. We may create practical ways to deal with them and live a more balanced and healthy social and psychological existence in interpersonal interactions.." (Fichter & Kaplan, 2011, p. 22) ^[12].

"Thinking leads to the activation of new connections between neurons, easily via new pathways that were previously unavailable, in a way that helps provide the mind with new capabilities to perform more mental tasks, leading it to function more effectively, more broadly, and more efficiently." (Carmen & Other, 2017, p. 42) ^[9].

"The importance of productive thinking can be summarized as: it helps in exploring various sources of diverse interests, stimulates dialectical thinking, without which an individual will not be intellectually and emotionally complete, and makes him independent in his thinking, frees him from dependency and a narrow focus on the self. It reduces false justifications, and stimulates the use of various thinking processes to find correct interpretations and accurate judgments." (Razouki *et al.*, 2019, p. 19) ^[23].

Likewise, "the continuous, high mental effort that requires mental functions to cope with levels of psychological and physical stress, resulting from engaging in these mental activities, places a burden on the brain in interpretations and assessments, the symptoms of which appear as poor concentration and errors when performing complex mental functions or skills that require mastery and precision." (Soto & Other, 2011, p. 47) ^[26].

"Numerous detrimental impacts on mental and physical health, such as elevated chances of anxiety and depression, declining general health, a higher chance of chronic illnesses, poorer sleep, and elevated stress and tension, can result from

psychological loneliness." (Cacioppo & Patrick, 2008) ^[8].

"Given the importance of productive thinking in this era, players are in dire need of this type of thinking, as possessing productive thinking skills is essential to help them overcome all the obstacles they face, and it also helps them understand more clearly and creatively and plan more effectively." (Ramadan, 2011, p. 41) ^[22].

"Given that the primary purpose of cognition is to allow a person to forecast future occurrences and create strategies to help manage his life." (Al-Saadawi, 2021, p. 166) ^[6].

Furthermore, "humans think in a way that is proportional to the magnitude of the developments and problems they face, and one of these ideas is integrating sensations with perceptions and how these perceptions are then used." (Medin & Ross, 2006, p. 152) ^[19].

Conclusions and Applications

1. The productive thinking and psychological loneliness scales are appropriate for basketball players at the Sports Talent Care Center. They are suitable for the psychometric purposes they were designed to measure these two phenomena, and each meets the scientific requirements for the foundations and parameters for the acceptance of scales in sports psychology.
2. The practical applications of the psychological counseling program sessions based on productive thinking are appropriate for basketball players at the Sports Talent Care Center.
3. Implementing a psychological counseling program based on productive thinking helps reduce the level of psychological loneliness among basketball players at the Sports Talent Care Center.
3. It is essential to focus on diagnostic psychological assessment and its application to basketball players at the Sports Talent Care Center to monitor their psychological state and prevent or mitigate psychological problems before they become severe.
4. It is essential to consider the unique training and competitive environment of basketball players at the Sports Talent Care Center and the specialized concepts of sports psychology when developing a psychological counseling curriculum appropriate for this group of talented individuals.

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Appendix 1: Shows the productive thinking scale for talented basketball players

No.	Content of the paragraph phrase	Always applies to me	Sometimes applies to me	Never applies to me
1	I value the importance of communicating with my peers, the talented basketball players at the Sports Talent Care Center.			
2	I possess the ability to think of new moves that support my collaborative performance with the talented basketball players at the Sports Talent Care Center.			
3	I find myself able to challenge obstacles in my collaborative performance with the talented basketball players at the Sports Talent Care Center.			
4	I have rational ideas about the nature of my collaborative performance with the talented basketball players at the Sports Talent Care Center.			
5	I am able to find appropriate ideas to correct my collaborative performance with the talented basketball players at the Sports Talent Care Center.			
6	I rely on consultation with my peers, the talented basketball players at the Sports Talent Care Center, when understanding the details of performing new basketball skills.			
7	I find myself able to employ information and images from the skill model in my collaborative performance with the talented basketball players at the Sports Talent Care Center.			
8	I accept ideas that help me master cooperative skill performance with talented players at the Basketball Talent Care Center.			
9	I use my previous knowledge to improve my cooperative performance with talented players at the Basketball Talent Care Center.			
10	I rely on my coach's advice on how to develop my physical abilities necessary for basketball skill performance movements.			
11	I believe in sharing ideas for success with my fellow talented players at the Basketball Talent Care Center.			
12	I rely on my coach's advice when evaluating my basketball skill performance results.			
13	I trust the advice of my fellow talented players at the Basketball Talent Care Center regarding skill performance that matches the content of the basketball-training model			

	presented.			
14	I am able to identify the appropriate technique for performing basketball skills.			
15	I believe in the importance of repetition and direct correction to master basketball skills.			
16	I emphasize the importance of being mindful and listening to the coach's instructions before performing a basketball skill.			
17	I consider the easiest ways to diagnose my immediate mistakes when performing basketball skills.			
18	I consider gathering ideas about correcting my performance errors for each basketball skill.			
19	I tend to evaluate myself at each stage of my basketball skill performance with the help of my peers.			
20	I can evaluate my overall performance in each basketball skill with the help of the Talent Care Center coaches.			

Appendix 2: Shows a picture of the psychological loneliness scale for talented basketball players

No.	Content of the paragraph phrase	Always applies to me	Sometimes applies to me	Never applies to me
1	I feel disturbed by the opinions of my peers at the Basketball Talent Center.			
2	I feel like I don't belong at the Basketball Talent Center.			
3	I feel like I have no one to support me at the Basketball Talent Center.			
4	I find myself alone most of the time at the center.			
5	I feel excluded from important conversations and discussions at the Basketball Talent Center.			
6	I feel like I don't have a significant role at the center.			
7	I don't believe my presence at the center has much impact.			
8	I feel nervous when interacting with my fellow talented players.			
9	I feel like my opinions and ideas aren't heard at the Basketball Talent Center.			
10	I see my talented peers being ignored in group decisions.			
11	I find it difficult to make friends at the Basketball Talent Center.			
12	I find it difficult to build strong relationships with my talented peers.			
13	I feel like my talented peers don't understand me well.			
14	I feel like my feelings and thoughts are often misunderstood at the Basketball Talent Center.			
15	I feel uncomfortable in social situations at the center.			
16	I feel frustrated when trying to connect with the talented players at the center.			
17	I feel like my relationships with my teammates are superficial and don't extend beyond the Talent Center.			
18	I find it difficult to understand the problems of talented players.			
19	I feel comfortable when I'm away from talented players in the position.			
20	I feel like I'm not invited to participate in Talent Center matches.			