

# Impact Of Crippling Anxiety On The Learning Of Non-Swimming Students In The Department Of Physical Education At Birzeit University

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## Abstract

The current study aimed to identify the effect of crippling anxiety on the learning of non-swimming students in the Department of Physical Education at Birzeit University. The researcher used the descriptive approach due to its suitability for the nature of the study. The study sample and population consisted of (69) male and female students registered in swimming no. (1). The study was conducted in the pool of the English School in Ramallah, and the researcher used statistical treatments for the data by extracting the arithmetic averages and standard deviations for each of the paragraphs of the questionnaire. In addition to the t-test, Pearson's correlation coefficient, and the stability equation Cronbach Alpha. As this is done using the Statistical Package for Social Sciences (SPSS).

Among the most important findings of the researcher is that anxiety negatively affects the learning of swimming for non-swimming students and delays their learning. As the Crippling Anxiety affects the learning of beginners who do not practice swimming, whether male or female, and of all ages, given that fear is a natural and necessary reaction to protect and preserve oneself.

The researcher made several recommendations, including preparing students for a good psychological preparation to get rid of fear at the beginning of any process of teaching swimming. Also, instilling self-confidence among students during the stages of teaching swimming courses.

**Keywords:** Crippling anxiety, Non-swimming, Questionnaire, Birzeit University

## Introduction

Swimming is one of the water sports that has received great interest from many researchers and specialists in the field of physical education and sports due to its prominent position in the Olympic courses and world championships. In addition to its possession of a large number of medals exceeds many other types of sports. The sport of swimming is of great interest among swimming coaches and

researchers in the field of sports physiology. This is in order to study the modern training ways and methods that can be used to achieve the necessary physiological responses and achieve the best results. Despite the diversity in these methods and competitions, the desired goal is to achieve development in the digital achievement of these methods and competitions. This is done through successive training programs according to the efficiency

level of the functional devices of each swimmer. Given that the hallmark of the era in which we live now is the science fusion with work, theory with application, and swimming is one of the sports that translated this practically and theoretically. It puts a great burden on the central nervous system as we use our bodies from head to toe to perform our sport. Thus, this complex system of muscles weaves together over our tires to make the fast, explosive, long, repetitive motions that makeup swimming. Furthermore, in swimming sport, our muscles work in tandem to make it possible to perform multiple tasks simultaneously. Nothing is equivalent to our sport, as it requires strength, determination, and getting rid of negative pests such as anxiety, tension, and lack of self-confidence.

The modern era is described as an era of individual and collective anxiety and tension, where the word anxiety has become a name for a pathological phenomenon that refers to dangerous a threat to civilization. On the other hand, this word has become more common, which made scientists pay attention to it as a behavioral phenomenon and diagnose it as a disease condition, and the search for ways to treat it. The scientists have differed in giving the concept of anxiety, and suggesting solutions that a person can rely on to get rid of psychological anxiety.

Anxiety is a state of intense mysterious fear that, possesses a human being and causes him a lot of distress, chagrin, and pain. Public emotions are also considered on the grounds that they are one of the most important psychological phenomena that affect the performance of athletes. This influence may be positive, pushing them to exert more effort, or in a negative way that exceeds the performance and thus affects the performance and safety of the individual negatively.

Swimming is one of the important sporting activities that both sexes can practice for all age groups. It is also not affected by the

stages of temporal, physical, and muscular growth, it is a holistic sport. Furthermore, perhaps few are aware of the multiple benefits of swimming. Many still believe that swimming is a monopoly on those who are proficient in its art, and hence they are afraid to do it because of their lack of self-confidence first, and their lack of sufficient courage. Therefore, it is necessary for a human being to learn swimming movements in order to make the water a natural place to enjoy its health and recreational benefits and preserve the health of others if necessary (Hussein, Ahmed, 2000).

Swimming is one of the sports in which the psychological aspect plays a major role in learning, as it differs from other sports in terms of the medium in which it is practiced, which is water. As well as the posture of the body, fear of drowning, and the association between f swimming learning by a human being and being young age, which causes the emergence of negative emotions, anxiety, and psychological tension. In addition, it negatively affects the learning and acquisition of swimming motor skills (Cross, 1991, Rizk et al., 2010).

This was confirmed by Ackley (2012) that swimming is one of the many water activities in which the individual uses his body to move through the water medium, which is a kind of exercise, as it is a medium completely different from the medium in which he used to move (land). Moreover, the position it takes in the water is completely different from the land, in addition to the effects of water pressure on the swimmer's body. This is may cause physiological changes in the internal organs in addition to psychological effects in this strange environment (Ackley, 2012).

Moran (2011) states that the main problem facing the swimming teacher when teaching beginners is the fear of water. Therefore many of the cases that failed to learn to swim were due to fear of water and maybe the result of watching a movie or

reading a book, among its events, exposing world champions to the dangers of water. Where many psychologists have indicated that the treatment of this type of fear must introduce the source of fear to the person gradually until the negative experience is reversed positively again. Moreover, confronting the source of fear gradually develops awareness of negative attitudes (Moran, 2011).

The process of learning to swim is a humanitarian message and an obligatory duty for everyone to learn and teach to others, as it enables him to save his life and save others from drowning. Also, playing in the water medium is a popular way for motor development, so everyone should have the ability to swim and learn its skills at an early age. On the other hand, that learning to swim positively affects human health when it is practiced swimming on a regular basis by developing the vital functions of body systems such as the heart and lungs. Generally, learning to swim can be considered as a means that can be used in leisure time or to reach higher levels of the sport that enable us to build political, social, and economic relations (Tamea, 2003).

Abu Zama (2008) also sees the swimming curriculum as one of the basic and professional curricula for the preparation of physical education graduates. Thus the peculiarity of swimming lies in the fact that it is practiced in a watery medium that may contribute to learning its movements and skills in saving the learner and others alike when exposed to cases of drowning. Swimming also contributes to the comprehensive and integrated development of the physical, health, and psychological aspects of the individual's personality (Abu Zama, 2008).

### **Importance of study**

The importance of this study lies in identifying the impact of crippling anxiety on the learning of non-swimming students in the

Department of Physical Education at Birzeit University. This study also provides the trainers with sufficient experience about how to deal with sources of anxiety in case they occur and the ability to predict what is going on inside the learner from sources of anxiety. In addition, this study focuses on teaching an important category of students in physical education, who are responsible for the future of the educational process in the field of physical education. The study also examined the most important sport of all time, as it is one of the most difficult and dangerous sports that require learners to possess many psychological features that contribute to helping them reach the highest levels of technical performance and skills in this sport.

### **Study problem**

Learning to swim is a compulsory requirement for students majoring in physical education, one of the graduation requirements for students, and an urgent necessity to pass courses successfully and excel in them. Based on this and through the researcher's field experience as a faculty member in the Department of Physical Education at Birzeit University and teaching a course swimming, he noticed that there are some students who appear to have psychological symptoms, disorders, and anxiety when entering the pool, especially those who do not swim. So the researcher must study this condition and to what extent it affects learning to swim in an attempt to find the best ways to enhance the positive aspects of anxiety states and neutralize the negative aspects as much as possible.

### **Study objectives**

1. Identifying the causes that lead to the occurrence of crippling anxiety among students who do not practice swimming in the Department of Physical Education at Birzeit University.
2. Identifying the differences in the causes of crippling anxiety among students who do not practice swimming

in the Department of Physical Education at Birzeit University, according to the variables (gender, academic year).

### Study questions

1. What are the reasons that lead to the occurrence of crippling anxiety among students who do not practice swimming in the Department of Physical Education at Birzeit University?
2. Are there differences in the causes of crippling anxiety among students who do not practice swimming in the Department of Physical Education at Birzeit University according to study variables (gender, academic year)?

### Study limits

- **Human limits:** students of the Department of Physical Education - Birzeit University.
- **Time limits:** from 1/6/2021 to 25/8/2021.
- **Spatial limits:** English School Pool – Ramallah.

### Terminology of study

**Crippling anxiety:** It is one of the types of sports anxiety, and this type negatively affects the performance of the learner, weakens his abilities performance, and reduces his physical and skill abilities (Al-Zubaidi, 1994).

**Swimming Course (1):** It is one of the practical compulsory courses offered by the Department of Physical Education at Bizet University to teach basic swimming skills according to the plan set for that (procedural definition).

### Method and Procedures

Here we address a detailed description of the methods and procedures followed by the researcher in carrying out the study, including defining the study methodology, describing

the study population, defining the study sample, and preparing the study tool (the questionnaire) ensuring its validity and reliability. And a statement of the study procedures, and the statistical methods that were used to treat the results. Thus below is a description of these procedures.

### Study methodology

In order to achieve the objectives of the study, the researcher used the descriptive-analytical method. It is defined as the method that studies an existing phenomenon, event, or issue from which information can be obtained that answers the research questions without the intervention of the researcher in it. Through this, the researcher tries to describe the phenomenon under study, analysis its data, clarify the relationship between the components and the opinions that are raised about it, the processes it includes, and the effects that they cause. The descriptive-analytical method is a form of organized scientific analysis and interpretation to describe a phenomenon or problem, classify, analyze and subject it for accurate studies by examination and analysis.

### Study population

The study population consisted of all (328) students of the Department of Physical Education at Birzeit University.

### Study sample

The study sample included (69) forms, and Table (1) show the distribution of the study sample members.

### Description of the variables of the study sample

**Table (1)** shows the distribution of the study sample members according to the gender variable, and it appears that the rate is 72.5% for males, and 5.27% for females. While the variable of the academic year shows 10.1% for the first year, 36.2% for the second year,

36.2% for the third year, and 17.4% for the fourth year.

**Table (1):** The distribution of study sample members according to study variables.

Variable	Level	Number	Percentage
Gender	Male	50	72.5
	Female	19	27.5
Academic year	First	7	10.1
	Second	25	36.2
	Third	25	36.2
	Fourth	12	17.4

### Validity of the study tool

The researcher designed the questionnaire in its initial form, and then the validity of the study tool was verified by presenting it to the supervisor and a group of specialized and experienced arbitrators. The questionnaire was distributed to a number of arbitrators. Then they were asked to express their opinion on the paragraphs of the questionnaire in terms of the extent of the clarity of the language of the paragraphs and their linguistic integrity, the extent to which the paragraphs covered the studied aspect, and adding any

information, modifications or paragraphs they deem appropriate. Thus according to these observations, the questionnaire was taken out in its final form.

On the other hand, the validity of the tool was also verified by calculating the Pearson correlation coefficient for the items of the questionnaire with the total score of the tool, it became clear that there is a statistical significance in all the paragraphs of the questionnaire and indicates that there is internal consistency between the paragraphs. The following table shows this.

**Table (2):** Results of the Pearson Correlation Coefficient of the Correlation Matrix of the Paragraphs of the impact of crippling anxiety on the learning of non-swimming students in the Department of Physical Education at Birzeit University.

Sr. No.	R-value	Statistical function	Sr. No.	R-value	Statistical function	Sr. No.	R-value	Statistical function
1	0.543**	0.000	10	0.761**	0.000	19	0.540**	0.000
2	0.689**	0.009	11	0.753**	0.000	20	0.595**	0.000
3	0.762**	0.002	12	0.402**	0.001	21	0.629**	0.000
4	0.837**	0.000	13	0.522**	0.000	22	0.751**	0.000
5	0.653**	0.000	14	0.607**	0.000	23	0.575**	0.000
6	0.740**	0.003	15	0.575**	0.000	24	0.646**	0.000
7	0.781**	0.000	16	0.643**	0.000	25	0.771**	0.000
8	0.661**	0.000	17	0.623**	0.000			
9	0.598**	0.000	18	0.470**	0.000			

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

### Study tool stability

The researcher verified the stability of the tool, by calculating the stability of the total score of the stability coefficient, for the fields of study according to the stability equation Cronbach's alpha, the total score was the most important concern for the effect of the crippling anxiety on the learning of non-swimming students in the Department of Physical Education at Bizet University (0.900). This result indicates that this tool has stability that satisfies the purposes of the study.

### Study procedures

The researcher applied the tool to the study sample individuals, and after completing the process of collecting questionnaires from the sample individuals after they answered them correctly, the researcher found that the number of valid recovered questionnaires that were subjected to statistical analysis was (69).

### Statistical processing

After collecting the questionnaires and ensuring their validity for analysis, they were encoded (given certain numbers), in preparation for entering their data into a computer to perform the appropriate statistical processing, and analysis of the data according to the study questions and study data. The statistical processing of the data was carried out by extracting the arithmetic means and standard deviations for each of the paragraphs of the questionnaire, in addition to the t-test, the Pearson correlation coefficient, and the stability equation Cronbach's alpha, using the SPSS statistical package (Statistical Package For Social Sciences).

### Results and Discussion

**Table (3):** Arithmetic means and standard deviations of the responses of the study sample members to the paragraphs on disability anxiety in the learning of non-swimming students in the Department of Physical Education at Birzeit University.

Sr. No.	paragraphs	Arithmetic means	Standard deviation	Degree
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This title included a presentation of the results of the study, which was reached by the researcher on the subject of the study, which is "the effect of anxiety that hinders the learning of non-swimming students in the Department of Physical Education at the University of Birzeit", and a statement of the impact of each of the variables through the response of the sample members to the study tool, also analysis of the statistical data that It was received to determine the degree of response averages of the study sample members, the following degrees were adopted:

Degree	Range of arithmetic mean
Low	2.33 or less
Medium	2.34-3.67
High	3.68 and above

### The results of the study questions:

#### Results related to the first question:

#### **What is the effect of the crippling anxiety on the learning of non-swimming students in the Department of Physical Education at Birzeit University?**

To answer this question, the researcher calculated the arithmetic means and standard deviations of the responses of the study sample members to the paragraphs of the questionnaire that express the effects of the crippling anxiety on the learning of non-swimming students in the Department of Physical Education at Birzeit University.

1	Do you feel it is necessary to learn to swim	4.62	0.788	High
2	Do you want to learn courses other than swimming?	4.03	1.306	High
3	Would you rather start swimming by jumping off the edge of the pool than going down the pool ladder	3.16	1.472	Medium
4	When my head is underwater I close my eyes	3.13	1.212	Medium
5	Do you feel tight when water enters your nose	3.10	1.262	Medium
6	I don't like students touching me when I'm in the pool	2.97	1.372	Medium
7	Do you have a feeling of tightness when water gets into your eyes	2.75	1.333	Medium
8	Are you afraid of getting injured while swimming	2.70	1.264	Medium
9	Do you feel uncomfortable when trying to hold your breath underwater	2.64	1.248	Medium
10	Do you have a feeling of fear when entering the deep zone	2.62	1.436	Medium
11	I am afraid of learning to swim in the dark waters in which I do not see the bottom of the pool	2.57	1.388	Medium
12	Before participating in a swimming lesson, are you worried that there may be risks?	2.55	1.278	Medium
13	Do you have a feeling of fear when you are in the pool when the water level is higher than the head	2.51	1.400	Medium
14	I don't want to stay in the water for long	2.48	1.279	Medium
15	I can't hold my breath underwater for a short time	2.42	1.265	Medium
16	While you are in the swimming pool do you feel nervous for fear of drowning	2.33	1.280	Low
17	Do you think that learning to swim is a difficult and complicated process	2.32	1.118	Low
18	Are you afraid of imbalance while you are in the water	2.29	1.330	Low
19	I guess I can't swim in the deep area for fear of drowning	2.28	1.392	Low
20	Do you feel uncomfortable in the pool when the water is shoulder level	2.14	1.216	Low
21	Do you feel tired after a swimming lesson due to your anxiety	2.10	1.341	Low
22	I am afraid to learn to swim because of the wrong beliefs about swimming	1.70	1.180	Low
23	I do not have enough confidence in myself to learn to swim	1.70	1.089	Low
24	When I sit by the edge of the pond I get anxious	1.58	1.006	Low
25	I am afraid of learning to swim because my family and friends did not learn to swim because of their fear of water	1.51	1.009	Low
<b>Total degree</b>		2.5675	0.68215	Medium

It is noted from the previous table, which expresses the arithmetic means and standard deviations of the responses of the study sample members to the effects of anxiety that hinders the learning of non-swimming students in the Department of Physical Education at Birzeit University, that the arithmetic means of the total degree is (2.56) and a standard deviation (0.682), and this indicates that the effects of anxiety on the obstacle to the learning of non-swimming students at the Department of Physical Education at Birzeit University were moderate. The researcher attributes this to the age of the learners and their awareness to some extent, with the presence of qualified teachers who use logical methods such as persuasion and clarification, which reduce the causes of fear, especially after learning the balance and control movements inside the water. The intense desire, according to the researcher's belief, to learn swimming among students who do not swim, also plays a major role in the emergence of this degree. Also, a study (Rahman et al., 2011), indicated that reducing the level of fear of water when learning swimming skills leads not only to a reduction in the number of attempts in which learning occurs, but also leads to a shortening of the time spent in learning to swim, as mentioned by (Stalman et al., 2011). all, 2008) that the level of fear of water among learners of swimming contributes to the clarity and facilitation of goals to match the learning capabilities, which creates effective and effective motives, and allows positivity in performance, which accelerates the learning process, and this is what the researcher also noticed during the learning process that every meeting, the level of fear was lower than them and they showed positive performance compared to the early stages of learning.

The results in Table No. (3) also indicate that two paragraphs came with a high degree, (13) paragraphs came with a medium

degree, and (10) paragraphs came with a low degree. The paragraph "Do you feel it is necessary to learn swimming" got the highest arithmetic means (4.62), followed by the paragraph "Do you want to learn courses other than swimming" with an arithmetic means (4.03). The paragraph "I am afraid of learning to swim because my family and friends did not learn to swim because of their fear of water" got the lowest average of (1.51), followed by the paragraph "When I sit next to the edge of the pool I feel anxious" with an average of (1.58). The researcher believes that the desire and motivation of the students, when confronted with a new experience will enable them to find a specific way to learn and to forget part of their troubles and fears when he becomes involved in learning new movements.

#### **Results related to the second question:**

##### **Are there differences in the effects of anxiety that hinders the learning of non-swimming students in the Department of Physical Education at Birzeit University due to the variables (gender, school year)?**

This question was answered by turning it into the following hypotheses:

##### **The results of the first hypothesis:**

"There are no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the effect of crippling anxiety on the learning of non-swimming students in the Department of Physical Education at Birzeit University due to the gender variable"

The first hypothesis was examined by calculating the results of the t-test and the arithmetic means of the response of the study sample members to the crippling anxiety effect on the learning of non-swimming students at the Department of Physical Education at Birzeit University according to the gender variable.



**Table (4):** Results of the independent samples t-test of the response of the sample members to the effects of crippling anxiety on the learning of non-swimming students in the Department of Physical Education at Birzeit University by gender variable

Gender	No.	Arithmetic means	Standard deviation	t-test	Significant level
Male	50	2.5208	0.69331	0.922	0.360
Female	19	2.6905	0.65372		

It is clear from the previous table that the t-value of the total degree (0.922), and the significance level (0.360), that is, there are no differences in the effects of crippling anxiety on the learning of non-swimming students in the Department of Physical Education at Birzeit University due to gender variable.

Thus, the first hypothesis was accepted. The researcher attributes the absence of differences in the effect of crippling anxiety between male and female students to the fact that they go through the same educational experiences, the same curriculum, and similar teaching methods according to the plan or description of the unified course, and that they are from the same environment and society and their similarity in previous experiences about swimming and its concept.

#### **The results of the second hypothesis:**

**"There are no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) in the effect of crippling anxiety on the learning of non-swimming students in the Department of Physical Education at Birzeit University due to the academic year variable"**

To test the second hypothesis, the arithmetic means of the response of the study sample members to the effect of crippling anxiety on the learning of non-swimming students at the Department of Physical Education at Birzeit University were calculated due to the academic year variable.

**Table (5):** Arithmetic means and standard deviations of the response of the study sample members to the effects of anxiety hindering the learning of non-swimming students in the Department of Physical Education at Birzeit University due to the variable of the academic year

Academic year	Number	Arithmetic means	standard deviation
First-year	7	2.6229	0.44832
Second Year	25	2.5328	0.76539
Third-year	25	2.6704	0.69275
Fourth-year	12	2.3933	0.61634

It is noticed from Table No. (5) that there are apparent differences in the effects of anxiety that hinders the learning of students who do not practice swimming in the Department of Physical

Education at Birzeit University due to the variable of the academic year, and to find out the significance of the differences, one way ANOVA was used as it appears in Table No. ( 6):

**Table (6):** The results of the one-way analysis of the variance test for the response of the sample members to the crippling anxiety effect on the learning of non-swimming students in the Department of Physical Education at Birzeit University due to the variable of the academic year

Differences source	Sum of squares	Degrees of freedom	Mean of squares	Calculated q value	Significance level
between groups	0.680	3	0.227	0.476	0.700
within groups	30.962	65	0.476		
Total	31.642	68			

It is noted that the value of q for the total degree (0.476) and the significance level (0.700), which is greater than the significance level ( $\alpha \geq 0.05$ ), that is, there are no statistically significant differences in the effects of crippling anxiety on the learning of non-swimming students in the Department of Physical Education at Birzeit University due to the academic year variable and thus the second hypothesis was accepted.

The researcher attributes the absence of differences in the effect of crippling anxiety according to the variable of the academic year because the course description is unified, the teaching methods are unified, they are close to age and previous experiences, and most beginners have the same feeling and the same ideas about swimming. (Moran, 2011) states that the main problem facing the swimming teacher when learning beginners is the fear of water, and many of the cases that failed to learn to swim were due to fear of water and maybe the result of watching a movie or reading a book, among its events, the world champions were exposed to water hazards. Where many psychologists indicated that the treatment of this type of fear should present the source of fear to the person gradually so that the negative experience is positively reversed again, as confronting the source of fear gradually develops the awareness of negative situations.

In the swimming lesson, the researcher believes that there are some students who are afraid of drowning or fear the new water medium. Psychologically, fear can be considered a natural and necessary reaction to protect and preserve oneself. The appearance of fear is associated with physiological responses and behavioral responses from the physiological symptoms of fear (high blood pressure - rapid pulse - increased breathing - heavy sweating) and all symptoms are similar to both genders and their academic level, all of these changes occur involuntarily when the individual feels the danger that threatens him.

### Conclusions:

In light of the study results and their discussion, the researcher concludes the following:

- Anxiety negatively affects the learning of swimming for non-swimming students and delays their learning.
- Disabling anxiety affects the learning of beginners who do not practice swimming, whether male or female and of all ages, given that fear is a natural and necessary reaction to protect and preserve oneself.
- Work to raise the level of self-confidence of the learners through their teachers and exchange them with a sense of self-confidence.

### Recommendations:

In light of the study objectives and results, the study recommended the following:

- Preparing students for a good psychological preparation to eliminate the fear among learners at the beginning of any process of education swimming.
- Cultivating self-confidence during the stages of teaching swimming courses.
- Holding educational courses or recreational water activities for students helps break the barrier of fear of water and get used to the water environment.
- Parents should cultivate self-confidence in their children from a young age and involve them in recreational water games or specialized courses.

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### Appendix No. (1) The questionnaire in its final form

**Birzeit University****College of Education****Department of Physical Education**

Student ..... Respected

After Greetings:

Dear students, I present to you a questionnaire with a number of paragraphs entitled "The Disturbing Concern on the Learning of Non-Swimming Students at the Department of Physical Education - Birzeit University".

Therefore, you are kindly requested to read the paragraphs of the attached questionnaire with good care and express your opinion frankly about it by placing a sign (X) in the appropriate box, according to the following degrees: (always, often, sometimes, rarely, never), noting that the information will only be used for scientific research purposes.

Thank you for your kind cooperation

Researcher

**# Instructions for filling out the questionnaire:**

1. Read the paragraph carefully.
2. You are kindly requested to fill in the following:
  - ( ) Student (male)
  - ( ) student (Female)
  - Academic year: 1. First 2. Second 3. Third 4. Fourth

# General Information: Please tick (x) the appropriate box:

Sr. No.	paragraph	always	often	sometimes	rarely	never
1	Do you feel it is necessary to learn to swim					
2	Do you think that learning to swim is a difficult and complicated process					
3	Before participating in a swimming lesson, are you worried that there may be risks?					

4	While you are in the swimming pool do you feel nervous for fear of drowning					
5	Do you feel uncomfortable when trying to hold your breath underwater					
6	Do you feel uncomfortable in the pool when the water is shoulder level					
7	Do you have a feeling of fear when you are in the pool when the water level is higher than the head					
8	Do you have a feeling of tightness when water gets into your eyes					
9	Do you feel tight when water enters your nose					
10	Do you have a feeling of fear when entering the deep zone					
11	Are you afraid of imbalance while you are in the water					
12	Are you afraid of getting injured while swimming					
13	Do you want to learn courses other than swimming?					
14	Do you feel tired after a swimming lesson due to your anxiety					
15	I am afraid of learning to swim because my family and friends did not learn to swim because of their fear of water					
16	I am afraid to learn to swim because of the wrong beliefs about swimming					
17	When I sit by the edge of the pond I get anxious					
18	When my head is underwater I close my eyes					
19	I can't hold myself underwater for a short time					
20	I am afraid of learning to swim in the dark waters in which I do not see the bottom of the pool					
21	Would you rather start swimming by jumping off the edge of the pool than going down the pool ladder					
22	I don't like students touching me when I'm in the pool					

23	I don't want to stay in the water for long					
24	I guess I can't swim in the deep area for fear of drowning					
25	I do not have enough confidence in myself to learn to swim					