

The Extent Of Anxiety Among Students Of The Faculty Of Physical Education And Sports Sciences Concerning The Application Of The Practical Aspect Of The Gymnastics Course

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Abstract

This study aimed to identify the extent of the anxiety of the students of the Faculty of Physical Education and Sports Sciences about the application of the practical side of the gymnastics course. The study sample consisted of (100) students, (54 males and 46 females) that were chosen intentionally from those completed the gymnastics course in the first and second semesters of the academic year 2021/2022 at the Faculty of Physical Education and Sports Sciences at the Hashemite University. Using a descriptive approach, data was collected, processed through descriptive statistics, represented by means, standard deviations, and percentages.

The findings indicated that in order to graduate a generation capable of instructing this sport distinctly, the gymnastics hall's tools and equipment needed to be updated, taking into account the security and safety requirements that must be present inside the hall in the Faculty of Physical Education and Sports Sciences, as well as the inclusion of numerous courses like (management and training of gymnastics) on the study plan in the Faculty of Physical Education and Sports Sciences as recommended by the researchers.

Keywords: anxiety, gymnastics.

Introduction and Importance of the Study

Because of the psychological stresses it places on people at different phases of their development—whether in their educational, professional, or life stages—the modern era is marked by anxiety. It causes them psychological and physical discomfort, which can lead to a state of fear, caution, tension, uneasiness, and lack of confidence in situations.

It is normal for a person to feel anxious occasionally, but if this feeling is repeated frequently and without apparent cause, it can become so severe that it interferes with daily activities. This individual probably has an anxiety issue. This disorder results in excessive, irrational worry and a fearful feeling (Atallah, 2010).

Radwan (2018) indicated that the escalation of interest in studying anxiety made it a title for many psychological studies, whether those concerned with the disordered behavior of the individual, or those that are related to achievement and exams as a specific form of anxiety related to exam and evaluation situations, and this is represented in his feeling of tension, fear and confusion. While responding to the tasks required of him, whether in the performance of the exam or the completion of the requirements of a particular course. While (Kazem, 2010) indicated that many university students fail in their studies because of their inability to meet the exams they are taking or to complete the requirements for the subjects or specialization they are studying. The anxiety and turbulence associated with these situations affect the student's ability to adapt appropriately to these situations.

Sports are an elegant activity with a social and cultural purpose that derives its strength from the needs of the community. Sports are also one of the specialized sciences studied by the faculties of physical education and sports sciences in universities, and these faculties are able to graduate a portion of students who have a key role in directing sports and administrative activity as well as the ability to teach and train in many sports to advance the sports movement. By offering scientific and educational courses as well as significant sports that the job market demands, the faculties of physical education and sports sciences hope to graduate a student who can advance sports advancement in its many sectors.

Gymnastics, one of the essential and required sports and courses in the faculties of physical education and sports sciences, is one of the sports that is defined by its variety of apparatuses, the differences in its skills on all devices, and the difficulty of assembling these skills. Gymnastics students must meet particular physical, physical, and skill standards in order to complete this course and receive a passing grade.

The special skills in the gymnastics course are characterized by accuracy, difficulty, physical characteristics and appropriate physical measurements to perform the special

movements in this course. It is very difficult because he learns new skills that are characterized by a difficult kinetic nature, and depends on focusing on each part of the skill so that the student can complete the skill with ease. This course includes the basic principles and skills in gymnastics such as rolls, jumps, methods of support and assistance, and factors of security and safety. These cases create an atmosphere of psychological tension and fear of the possibility of failing and repeating the course again and thus reflects on the psychological situation of the student and causes him to have psychological emotions and physiological disturbances that affect the general character of this course (Al Naimi, 2007).

The atmosphere of fear and anxiety may dominate students enrolled in the gymnastics course, and thus may affect the level of their performance and good achievement, so the researchers decided to address this important aspect, which can affect the students and the level of skills given within the course, along with highlighting the length of anxiety among Faculty of Physical Education and Sports Sciences students regarding the application of the practical aspect of the gymnastics course, the student's delay in taking and completing this course also highlights the extent of the atmosphere of fear that permeates the students of the Faculty of Physical Education and Sports Sciences for this course, which improves the state of psychological preparation and thus may be reflected on their physical performance. This study may contribute to drawing the attention of officials at the university to provide tools that provide security and safety factors and that have a major role in reducing the anxiety that students have when implementing skill performance, which is one of the most important possible reasons which makes students afraid of this course, The researchers also hopes that this study will provide a database and information on this subject for students and teachers of the gymnastics course for the benefit of researchers in academic institutions, scientific research centers, trainers and those in charge of this sport, and to come up with recommendations and suggestions that will reduce the phenomenon of anxiety that students have from applying practical aspects in courses Gymnastics, in addition to using this study to

develop future psychological and training programs to develop them in all aspects.

Problem of the Study

Students at the Faculty of Physical Education and Sports Sciences at the Hashemite University must take the gymnastics course as one of their compulsory required courses for both genders in order to graduate from the institution. Given that gymnastics is one of the sports that can be taught at a young age, learning the fundamental skills needed for this course for older age groups, especially at the university level, can be very challenging. However, thanks to the researchers' experience as gymnastics course instructors at the Hashemite University Faculty of Physical Education and Sports and in the field of gymnastics training at The Jordanian Gymnastics Federation Sciences for more than 20 years, they have noted that there is concern among students when applying the practical material on different devices, and that the requirements and skills required of students for the gymnastics course at the university level are not characterized by absolute difficulty in terms of performance compared to the requirements and specialized and high skills of gymnasts, where a clear concern was observed by the students when applying the practical aspect, so the researchers decided to conduct a study aimed at identifying the extent of concern that the students of the Faculty of Physical Education and Sports Sciences have about the application of the practical aspect of the gymnastics course at the university Hashemite.

Objectives of the study

This study aims to identify:

1. The extent of the anxiety among the students of the Faculty of Physical Education and Sports Sciences concerning the application of the practical aspect of the gymnastics course at the Hashemite University.

Study questions

1. **What is the extent of anxiety among the students of the Faculty of Physical Education and Sports Sciences about the application of the practical aspect of the gymnastics course at the Hashemite University?**

2. **Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) for the extent of anxiety among the students of the Faculty of Physical Education and Sports Sciences about the application of the practical side of the gymnastics course at the Hashemite University due to the gender variable?**

Limitations:

Human limitation: The researchers collected the responses of students of the Faculty of Physical Education and Sports Sciences at the Hashemite University.

Time limitation: This study was conducted in the first and second semesters of the academic year 2021/2022.

Spatial determinant: This study was conducted in the Faculty of Physical Education and Sports Sciences at the Hashemite University.

Terminology

Anxiety: A reaction that occurs in response to a known and actual threat, such as a student's anxiety about an exam or a subject, and it is characterized as a temporary state that disappears when the threat is no longer present (Al-Talib and Lewis, 2000).

Gymnastics course: One of the compulsory practical courses in the faculties of physical education and sports sciences in universities. It contains basic skills, common mistakes, and security and safety factors in gymnastics for both sexes. (Procedural definition)

Previous studies

The researchers cited numerous previous studies and research related to the study variables (even though they are rare in this sport to his knowledge) as follows:

Thniebat (2017). The goal of the study was to determine the level of exam anxiety among gymnastics students at the Faculty of Sports Sciences at Mutah University. The study sample consisted of (49) students enrolled in gymnastics courses (1 + 2) at the Faculty of Sports Sciences at Mutah University. The researchers used the descriptive approach and the survey method as it suited the nature of the

study. According to the study's findings, there are no statistically significant differences between first-year, second-year, third-year, and fourth-year university students taking the gymnastics course in terms of their exam anxiety levels at the level of significance ($\alpha \leq 0.05$).

AL-Batashi (2014) aimed to determine their level of competition anxiety among football players in the clubs of the Sultanate of Oman. (133) players were chosen for the study sample using the stratified random approach. The study employed a sports competition anxiety test developed by (Ryan Matins, Burton, and Veli, 1990). The results of the study showed that the level of self-confidence among elite club players in the Sultanate of Oman was very high, while Cognitive and physical anxiety were moderate. The study's findings also revealed that dread of loss was among the most prevalent indications of cognitive anxiety.

Salam (2013) aimed to identify the reality of sports competition anxiety and its relationship to the motivation of achievement among tennis players in Jordan. The study sample consisted of (18) male and female tennis players accredited by the Jordan Tennis Federation. The questionnaire was used to collect information, and the results showed that there was a statistically significant correlation between the dimensions of **success achievement and cognitive motivation** on the one hand, and **anxiety**, on the other hand. The results also showed that there was a statistically significant correlation between **avoiding failure** and the dimension of **cognitive anxiety**.

(Adam, et al., 2010) Adam, et, al (2010) study aimed to identify performance with self-efficacy, pre-competition anxiety and personal performance among athletes, and the study sample consisted of (307) athletes, (251) males and (55) females in different sports. The researchers used the descriptive approach, where the sample members were provided with training on methods of dealing with competing situations with self-efficacy. The results showed a positive, statistically significant relationship between personal performance and pre-competition anxiety, but there was negative relationship between personal performance and pre-competition anxiety. The results also showed a negative relationship between

performance with self-efficacy and physical and cognitive anxiety.

Comments on previous studies:

Through observation and review of previous studies that researchers could access, they noted that there are many studies and scientific research that deal with the issue of anxiety related to gymnastics, but on the other hand, they noted that these studies deal only with some skills in gymnastics and included players of clubs, universities and centers, while there are no studies that deal with the issue of anxiety among students studying gymnastics as a compulsory requirement at the university, which distinguishes this study and its uniqueness with the subject of studying the extent of anxiety among students of the Faculty of Physical Education and Sports Sciences about the application of the practical aspect of the gymnastics course.

By reviewing previous studies, the researchers benefited the following:

- Realizing the methodology used in these studies.
- Understanding the methods used and the steps taken to complete these studies.
- Determining the key sources of anxiety that students may encounter.
- Describing the tools, tests, and equipment utilized to carry out the studies.
- The statistical treatments used.

Methodology and Procedures:

Study Approach:

Based on the nature and objectives of the study, the researchers used a descriptive approach.

Community:

All students at the Faculty of Physical Education and Sports Sciences of Hashemite University who completed gymnastics courses during their first and second semesters of the 2021/2022 academic year constituted the community of the study.

The sample:

A sample of (100) male and female students were chosen intentionally, (54 males and 46 females), who completed the gymnastics course in the first and second semesters of the academic year 2021/2022 at the Faculty of Physical Education and Sports Sciences, at the Hashemite University.

The Tool

The researchers used the questionnaire as a tool to collect information and data from students, through studies related to the issue of anxiety in general and in the field of sports and gymnastics in particular.

The response scale for the questionnaire consisted of five responses:

- I greatly agree, (5) points.
- I agree to a large extent, (4) points.
- I averagely agree, (3) points.
- I agree to a very small degree, (2) points.
- I agree to a very small degree, (1) point.

Validity of the Tool:

The validity of the tool's content was determined by presenting the questionnaire to a group of arbitrators with PhD and master's degrees, where the paragraphs that were agreed upon by the arbitrators were approved. The number of paragraphs agreed upon reached was (15) out of (17) paragraphs, and thus the

questionnaire was built in its final form according to the arbitrators' notes.

Statistical processing:

The researchers used the Statistical Package for Social Studies (SPSS), and they unpacked the data and used **Averages (Means), Standard deviations, and Percentages** to reach the results.

Results and Discussion

This study aims to identify the extent of the anxiety of the students of the Faculty of Physical Education and Sports Sciences regarding the application of the practical aspect of the Gymnastics Course at the Hashemite University, the following is a presentation and discussion of the results.

Results related to the first question: What is the extent of anxiety among the students of the Faculty of Physical Education and Sports Sciences about the practical aspect of the gymnastics course at the Hashemite University?

To answer this question, the appropriate statistical treatments was employed to calculate the means and standard deviations, which shows the extent of the anxiety among the students of the Faculty of Physical Education and Sports Sciences about the practical aspect of the gymnastics course at the Hashemite University, as illustrated in table (1).

Table (1) Means and standard deviations of the questionnaire items.

item	N	Lowest degree	Highest degree	M	SD	%
1	100	1	5	2.44	1.36	48.8
2	100	1	5	2.82	1.36	56.4
3	100	1	5	2.39	1.33	67.8
4	100	1	5	2.74	1.38	54.8
5	100	1	5	2.66	1.36	53.2
6	100	1	5	2.90	1.35	58
7	100	1	5	3.97	1.37	67.8
8	100	1	5	2.97	1.34	59.4
9	100	1	5	3.26	1.24	65.2
10	100	1	5	2.70	1.29	54
11	100	1	5	2.35	1.34	47
12	100	1	5	2.15	1.42	43
13	100	1	5	2.87	1.39	57.4
14	100	1	5	2.58	1.44	51.6
15	100	1	5	2.66	1.58	53.2

Total	100	1	5	2.79	0.87	55.84
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By reviewing the above table, the researchers noted that paragraph (3), which states, **“I am concerned about the inadequacy of the tools and equipment used,”** ranked first ($M=3.39$, $SD=1.33$) and a percentage of (67.8%). The researchers attribute this result to the fact that the devices and equipment inside the Faculty of Physical Education are very old and must be replaced with new ones that serve the Faculty and students as the ones available inside the halls of the faculty do not contain the safety and security factors dedicated to gymnastics, which must be available due to the seriousness of this sport designated for gymnastics, which must be available due to the seriousness and danger of this sport. Paragraph (12) which states, **“I am concerned about being mocked by colleagues for not mastering the skill”** occupied the last place, ($M=2.15$, $SD=1.42$), with a percentage of (43%). The researchers attribute this result to the fact that the students' self-confidence is what makes them able to implement these skills, in addition to that the skills required of students are characterized by simplicity and ease, and that the students themselves are the ones who put obstacles in front of themselves. The researchers believe that some students who were not fortunate enough to pass this course may spread fear among the students as this course is one of the difficult courses, which

makes the students afraid to register this course and intimidate them from bullying the teacher or students in the event that he is not able to apply the skill correctly, knowing that all students and teachers and throughout the courses work together to help each other learn the required skills, in addition to that, in their spare time, students go to the gymnasium to train on the skills required of them, and this contradicts this paragraph, so it ranked last.

Concerning the **second question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) for the extent of anxiety among the students of the Faculty of Physical Education and Sports Sciences about the application of the practical side of the gymnastics course at the Hashemite University due to gender?** The appropriate statistical treatments were used to extract the means and standard deviations in order to respond to this question. The results demonstrate the level of anxiety among the of students Faculty of Physical Education and Sports Sciences at the Hashemite University regarding the application of the practical component of the gymnastics course due to the variable of gender. This is illustrated in Table (2).

Table (2) Means, standard deviations and T-value regarding the extent of anxiety among the students of the Faculty of Physical Education and Sports Sciences about the application of the practical side of the gymnastics course due to gender

Variables	Gender	N	M	SD	df	T-Value	Sig.
Total	male	54	2.76	0.79	98	0.345-	Not sig.
	female	46	2.83	0.96			

The researchers discovered through reviewing the previous table that there are no statistically significant differences in the responses of males and females in terms of how anxious students feel about the practical aspect of the gymnastics course. Males and females train in the same hall with the time difference. Also, the basic skills required of males are the same of those required of females, so the emergence of this result also indicates the transparency and honesty of the

researchers in taking responses from the sample members.

Conclusions

- The average degree of anxiety among students in the gymnastics course at the Faculty of Physical Education and Sports Sciences at the Hashemite University can be attributed to the students' average concern to the subject.

- The gymnastics hall in the Faculty of Physical Education and Sports Sciences needs to have updated tools and equipment available inside it, taking into account security and safety considerations.

- The Faculty of Physical Education and Sports Sciences should include a variety of courses, such as "administration and training of gymnastics," on the study plan in order to graduate a generation that can train this sport superbly.

Recommendations

- It is important to provide gymnastics course teachers with information and knowledge about the anxiety that students are experiencing so that they will be able to identify that anxiety and use the best method to address it.
- Faculty of Physical Education and Sports Sciences should include multiple courses, such as (managing and training gymnastics), on its study plan in order to prepare graduates capable of coaching this sport in a cutting-edge manner.
- In order to improve the conduct of lectures and exams in a secure environment, there is a need to increase interest in gymnastics halls at the Faculty of Physical Education and Sports Sciences at the Hashemite University in terms of conducting capabilities, equipment, and security and safety factors.
- Executing comparable research to assess anxiety in students taking different practical disciplines in the faculties and departments of the Hashemite University's Faculty of Physical Education and Sports Sciences.

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