



THE IMPACT OF SPORTIVE ANXIETY ON THE LEARNING OF NON-PRACTICING STUDENTS OF SWIMMING IN PHYSICAL EDUCATION AT THE UNIVERSITY OF JERUSALEM

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Abstract:

The study aimed to identify the impact of Sportive Anxiety on the learning of non-practicing students of swimming in physical education at the University of Jerusalem. The study was conducted on a sample of (69) male and female students, data were collected via a questionnaire developed by the researchers. Results showed that there were no statistically significant differences at the level of (0.05), and each distinguished player could teach physical education. The results showed that there were no statistically significant differences at (0.05) in the impact of supportive anxiety on Practitioners of swimming sport specialization according to the variables of (gender, school year). Researchers recommended that there should be a development in educational plans in colleges, curricula, courses, interest in providing the appropriate equipment and staff training.

Keywords: sportive anxiety, swimming, physical education

1. Introduction

Swimming sports are considered to vary in its difficulty according to the medium in which it is being exercise. This sport requires a large amount of physical and psychological preparation. Its significant comes from its benefits to the individual in terms of health, psychological and social aspects.

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Anxiety is a condition that can affect everyone but in different ways. Normal Anxiety levels is low for any person, but in certain cases these levels increase when facing a difficult situation, and it may become a barrier to the person in the field of sports. Main Symptoms of anxiety include sweating, high heart rates, and high blood pressure.

Hilmi (1986); Allawi (1980) defines anxiety as the high physiological consultation as a result of an external stimulus. Spielberger defined it as a complex pattern of personal responses characterized by fear, tension and accompanied by psychological or physiological excitements.

Based on previous literature, researchers have reached:

Abedat (2006) study showed that there were statistically significant differences between the control group and the experimental group in reducing the severity of fear and anxiety. Results were in favor of the experimental group. Further, the study shows that there are differences of statistical significance at the level of significance and for the benefit of the experimental group.

Mahab, Raja (2009) study aimed to identify the impact of sportive anxiety on the learning of non-practicing swimming students of 45 students and students. The results showed that concern negatively affects the non-practicing swimming and affects the delay of the learning process of water movements.

Samurai and Salman (1988) study showed that fear has a negative effect on novices and knowledge of the causes of fear reduces the negative impact and the possibility of guidance.

2. Study significance

In light of the above, the importance of the study can be summarized as follows:

1. Provide the athletes with future knowledge of the obstacles related to sportive anxiety on swimming and what effect it has on the selection process in addition to selecting the training programs that suit the students in terms of intensity, size and comfort.
2. Provide the basis for reference to psychological counseling, and changes associated with the emotional development of students.
3. The current study contributes to knowledge.
4. The present study is the first study to be conducted on students of non-practicing sports education in Palestine, which will contribute in determining the standards to be followed in the upbringing of each stage and thus upgrading the level of the training process which will contribute to the process of sports selection.

2.1 Problem of the study

The attention to the individual and studying his psychological characteristics at each stage is a positive indicator of the progress of any society and its development. Different stages of growth linked to each other. Also, they are stages of the formation of the individual's physical, mental, social and emotional development, but at different rates and thus profoundly affect the future life of the individual. The present study is unique in the study of the effect of sportive anxiety among students who are not swimming practitioners. This study is considered a new study in Palestine regarding the psychological state and the anxiety and at any stage especially among non-swimming practitioners. To real results based on simple measurements and achieve a high degree of honesty and stability, which in turn will contribute to reducing the factors that affect the concern for future use by teachers of sports education and trainers of various games and researchers also.

Hence, the present study attempts to answer the question the following questions:

1. What are the causes of sportive anxiety among students who are not practicing swimming in the Department of Physical Education - Jerusalem University?
2. Are there differences in the causes of sportive anxiety among students who are not practicing swimming in the Department of Physical Education - Jerusalem University according to the variable (gender, year of study)?

2.2 Objectives of the study

1. Identify the causes of sportive anxiety among students who are not practicing swimming in the Department of Physical Education - University of Jerusalem.
2. Identify the differences in the causes of sportive anxiety among students who are not practicing swimming in the Department of Physical Education - University of Jerusalem depending on the gender variable.

2.3 The limits of the study

During the study, the researchers committed themselves to the following limits:

- The spatial limit: Al-Quds University in Palestine.
- Human Limit: Students in the field of Physical Education and approved registration in the Department of Registration and acceptance at the University of Jerusalem.
- Time limit: The study was conducted in the first semester of the year (2016-2017).

3. Method

3.1 Research design and methodology

This section was devoted to specify the steps and the methodology taken in carrying out the research endeavor. The researcher presents research design, study population and sample, instrument and its validity and reliability, data collection procedures, and the statistical analysis.

3.2 Study design

This research is a quantitative design utilizing a survey method. This study method involves the use of a self-administered questionnaire designed to gather specific data via a self-reporting system. The framework is based on the extent of the impact of Sportive Anxiety on the learning of non-practicing students of swimming in physical education at the University of Jerusalem. The questionnaires allowed for confidentiality, in an effort to encourage responses that are more honest. A descriptive cross-sectional design adapted for the current study. Cross sectional designs provide information about a situation that exists at a particular time (Abramson, 1999). It employs a descriptive and inferential design; moreover, the study document the world as it exists. The primary goal is to provide a complete description as possible, while the cross sectional it is obtained on individuals at a fixed event during life (Talbot, 1995).

3.3 Population & sample of the study

The population of the study was composed of all students of the Department of Physical Education at Al-Quds University. The total population size was (350).

3.4 Description of the sample and sampling technique

The total sample size was (69); Tables (1) Shows distribution of the sample according to the study variables. The proportion for each university will be:

Table 1: Distribution of the sample according to the study variables

Variable	Variable level	Frequency	Percent
Gender	Male	50	72.5
	Female	19	27.5
Study level	First year	7	10.1
	Second year	25	36.2
	Third year	25	36.2
	Fourth year	12	17.4
	Total	69	100.0

According to the sex variable, 72.5% for males and 5.27% for females. The variable for the academic year shows that 10.1% is the first year, 36.2% is second, 36.2% is third, and 17.4% is fourth.

3.5 Instrumentation

Data were collected via complementary questionnaire developed in native language of respondents (Arabic) that consist of:

- The first part of the questionnaire included a description of the study and the importance of the study. Moreover, this part assured that the confidentiality of the information.
- The second part collects demographic information.
- The third contains (69) items that measure the impact of Sportive Anxiety on the learning of non-practicing students of swimming in physical education at the University of Jerusalem. The scale uses a five point levels scale.

Based on the observations of the arbitrators, the study tool was modified to become a final component and (69). The following table shows this:

Table 2: Pearson Correlation Coefficient Study Results for Non-Practitioners of Swimming in Physical Education Department at Al-Quds University

No.	R	Sig	No.	R	Sig	No.	R	Sig
	**0.543	0	10	**0.761	0	19	**0.540	0
	**0.689	0.009	11	**0.753	0	20	**0.595	0
	**0.762	0.002	12	**0.402	0.001	21	**0.629	0
	**0.837	0	13	**0.522	0	22	**0.751	0
	**0.653	0	14	**0.607	0	23	**0.575	0
	**0.740	0.003	15	**0.575	0	24	**0.646	0
	**0.781	0	16	**0.643	0	25	**0.771	0
	**0.661	0	17	**0.623	0			
	**0.598	0	18	**0.470	0			

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

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

Number R Value Statistical Function Number R Value The statistical function is the number of the R value of the statistical function

3.6 Content validity

Content validity deals with how representative and comprehensive the items are in creating the scale. It is assessed by examining the process by which scale items are generated. Content validity in this study should be relatively acceptable since the

various parts of questionnaire were all based on the literature review and on the opinions of several experts who examined the items.

3.7 Questionnaire reliability

Reliability analysis allows studying the properties of measurement scales and the items that make them up. The Reliability Analysis procedure calculates a number of commonly used measures of scale reliability and provides Information about the relationships between Individual Items In the scale. The researcher conducted two reliability tests on the pilot study sample; the tests are Cronbach α (alpha).

Table 3 shows correlation between the Items of each section. High coefficients (> 0.66) which means that the questionnaire has a high reliability.

Cronbach's Alpha	N of Items
90%	69

3.8 The study fieldwork procedure

Face-to-face interviews using a structured questionnaire have been conducted to students. The questionnaire collected comprehensive data on a wide range of issues related to the impact of Sportive Anxiety on the learning of non-practicing students of swimming in physical education at the University of Jerusalem.

3.9 Statistical analysis

Statistical Package for Social Science (SPSS) version 23 was used for data analysis. Various statistical processes were used including means; frequencies, one way ANOVA test, and (T) test were used to determine variation significance. Moreover, Semnigrove and Shabero test used to determine the distribution of the study sample. A (P-value) of less than or equal to (0.05) was used to test the significance of the study hypothesis.

4. Results

4.1 Introduction

The purpose of this chapter is to identify the extent of the impact of Sportive Anxiety on the learning of non-practicing students of swimming in physical education at the University of Jerusalem. Moreover, this chapter aims to analyze the role of the study variables (gender, Education level) on the extent of the impact of Sportive Anxiety on the learning of non-practicing students of swimming in physical education at the University of Jerusalem.

4.2 Discussion of the study results

The purpose of this study was to investigate the impact of sportive anxiety among non-practicing students in the field of physical education at Al-Quds University. In order to achieve this, the researchers used a questionnaire consisting of 25 items distributed to a sample of 69 students from Al-Quds University. The researchers have the following arithmetic averages:

The extent of its mean arithmetic
2.33 and below
Medium 2.34-3.67
High 3.68 and higher

A. Results related to the study questions and hypotheses: *“What is the impact of sportive anxiety among non-practicing students in the field of Physical Education at Al-Quds University?”*

In order to answer this question, the arithmetic mean and the standard deviation of each of the paragraphs of the tool were extracted. Table 4 shows this:

Table 4: The averages and the standard deviations of the responses of the sample members of the subjects of the sportive anxiety to the learning of students who are not practicing swimming in the Department of Physical Education at Al-Quds University

No.	Items	Mean	Std. Deviation	
1	Do you feel it is necessary to learn to swim?	4.62	0.788	High
2	Do you think swimming is a difficult and complex process?	2.32	1.118	Low
3	Before you participate in a swimming lesson do you have a feeling of concern about the possibility of a risk?	2.55	1.278	Moderate
4	While you are in the swimming pool you have a feeling of tension for fear of drowning?	2.33	1.280	Low
5	Do you have a feeling of discomfort when trying to mute your underwater breath?	2.64	1.248	Moderate
6	Do you feel disturbed when you are in the swimming pool when the water is at the shoulder level?	2.14	1.216	Low
7	Do you feel scared when you are in the pool when the water level is higher than the head?	2.51	1.400	Moderate
8	Do you feel upset when water enters your eyes?	2.75	1.333	Moderate
9	Do you feel upset when the water enters your nose?	3.10	1.262	Moderate
10	Have a sense of fear when entering the deep area?	2.62	1.436	Moderate
11	Are you afraid of being unbalanced while you are in the water?	2.29	1.330	Low
12	Are you afraid of injuries while swimming?	2.70	1.264	Moderate

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13	Would you like to learn courses other than swimming?	4.03	1.306	High
14	Do you have a feeling of nervous fatigue after swimming lesson due to your anxiety?	2.10	1.341	Low
15	I'm afraid to learn to swim because my parents and friends did not learn to swim because of fear of water?	1.51	1.009	Low
16	I'm afraid to learn to swim because of the misconceptions about swimming?	1.70	1.180	Low
17	When I sit next to the edge of the pool I feel worried?	1.58	1.006	Low
18	When my head is under water, close my eyes?	3.13	1.212	Moderate
19	I cannot mute myself underwater for a short time?	2.42	1.265	Moderate
20	I am afraid to learn to swim in the dark water, where I cannot see the bottom of the pond?	2.57	1.388	Moderate
21	Do you prefer to start swimming by jumping from the edge of the pond instead of descending from the pool ladder?	3.16	1.472	Moderate
22	I do not like students to touch me when I'm in the pool?	2.97	1.372	Moderate
23	I do not want to stay in the water for a long time?	2.48	1.279	Moderate
25	I think I will not be able to swim in the deep area for fear of drowning?	2.28	1.392	Low
25	I do not have enough confidence in myself to learn to swim?	1.70	1.089	Low
	Total score	2.5675	0.68215	Moderate

The above table, which shows the averages and the standard deviations of the responses of the sample on the sportive anxiety, indicates that the average of the total score (2.56) and the standard deviation (0.682) The impact of sportive anxiety on learning of non-practicing students in swimming in the Department of Physical Education at Al-Quds University came to a medium degree.

The results in Table (4) indicate that two paragraphs (1,13) were high, while the following paragraphs (3,5,7,8,9,10,12,18,19,20,21,22,23) Were moderate, while paragraphs (2,4,6,11,14,15,16,17,24,25) were low. The paragraph "Do you feel it necessary to learn to swim" at the top of my account average (4.62). This is due to the importance of swimming and its money from the benefits and reflection on the human body. This result was agreed with Ayash (1980). The paragraph "*I am afraid to learn to swim because my parents and friends did not learn to swim because of fear of water*" at the lowest mean (1.51).

Regarding the overall score of the questionnaire, the effect of sportive anxiety on the learning of students who did not practice swimming in the Department of Physical Education at the University of Jerusalem was moderate because anxiety has a negative effect on beginners. Reduces the negative impact on swimmers beginners with the possibility of guidance while the paragraphs related to swimming medium is due to the fact that swimmers are very concerned about training, especially characterized by high

and long periods and thus affect their condition the mood. The study of Nurgan (1987), Raja (2009), Studying Obidates (2006), Ghabban (1988) and Samurai and others (1988) agreed upon these results.

B. Results related to the second question: *“Are there any differences in the sportive anxiety on the learning of students who are not practicing swimming in the Department of Physical Education at Al-Quds University due to the variables (gender, school year)”?*

The researchers used the results of the T test and the arithmetic averages for the response of the study sample members in the concerned handicaps to the non-practicing students of swimming in the Department of Physical Education at Al-Quds University according to gender variable. The results were as shown in Table (5).

Table (5): Results of the "T" test for independent samples of respondents' response to the sportive anxiety on the learning of non-practicing students in the Physical Education Department at Al-Quds University by sex variable

An independent samples test was used to compare *“The impact of Sportive Anxiety on the learning of non-practicing students of swimming in physical education at the University of Jerusalem”* in female and male Community Pharmacists.

Table 5: Independent samples test to compare The impact of Sportive Anxiety on the learning of non-practicing students of swimming in physical education at the University of Jerusalem due to gender

	Gender	N	Mean	Std. Deviation	df	T	sig
Total score	Male	50	2.5208	0.69331		0.922	0.360
	Female	19	2.6905	0.65372			

The above table shows that the value of "T" for the total score (0.922) and the level of significance (0.360), meaning that there are no differences in the sportive anxiety on the learning of students who are not practicing swimming in the Department of Physical Education at Al-Quds University due to gender variable. These results have been agreed with the study of Raja (2009) and Al-Raffati (2011) that concern affects learners of both sexes and affects the delayed learning process of water movements. Concern that a double-edged sword may have a negative impact on learners has a positive effect on swimmer performance of both sexes what is required of him and control his nerves.

C. The results of the second hypothesis: *“What sportive anxiety about the learning of students who are not practicing swimming in the Department of Physical Education at the University of Jerusalem due to the variable school year.”*

A one-way between subjects ANOVA was conducted to compare the impact of Sportive Anxiety on the learning of non-practicing students of swimming in physical education at the University of Jerusalem due to year levels.

Table 6: The arithmetical averages and the standard deviations of the response of the sample of the study to the disabled students concerned about the learning of students who are not practicing swimming in the Department of Physical Education at Al-Quds University due to the variable of the academic year

	N	Mean	Std. 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

Table (6) shows that there are apparent differences in the degree of sportive anxiety on the learning of students who are not practicing swimming in the Department of Physical Education at Al-Quds University due to the variable of the school year. To find out the significance of the differences, one way ANOVA was used as shown in Table 7):

Table 7: Results of a single-variance analysis test for the response of the sample in the sportive anxiety to the learning of students who are not practicing swimming in the Department of Physical Education at Al-Quds University due to the variable of the academic year

	Sum of Squares	df	Mean Square	F	Sig.
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 P for the total score (0.476) and the significance level (0.700) is greater than the significance level (α 0.05 0.05), meaning that there are no statistically significant differences in the degree of sportive anxiety on the learning of students who are not practicing swimming in the Department of Physical Education at Al- And thus the second hypothesis was accepted. This is due to the fact that anxiety is affected by several factors, not the school year. It is influenced by the experience of the individual, the place, the physical condition, the climatic state, the relationship of the player with his colleagues and the nervous pattern (Samad 2010).

5. Conclusions and recommendations

Where it became clear from the views of sample members and in light of the results of the study, the researchers recommended the following:

- Develop educational plans in the colleges to include courses on swimming learning and teaching methods.
- Developing curriculums and syllabuses that reinforce psychological direction and increase self-confidence.
- Paying attention to the provision of equipment, tools and teaching staff to provide an efficient graduate in physical education.
- Parents should have the greatest role in promoting swimming learning from young people.

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