

Psychological hesitation and willpower and their relationship with the performance of the kinematic chain of the parallel apparatus of different height for third stage students in the College of Physical Education and Sports Science, University of Baghdad

¹Dr. Ban Adnan Mohammed Ameen,² Dr. Wasan Jasem Mohammed Hasan

³ Prof .Dr. khuloud Liayth

Abstract

The study aimed to identify the degree of psychological frequency and willpower and the performance of the kinetic chain on the parallel apparatus of different height for female students as well as to identify the relationship between psychological frequency and willpower and to identify the relationship between psychological frequency and willpower with the level of performance of the kinetic chain on the parallel apparatus of different height.

The research community consisted of students of the third stage in the College of Physical Education and Sports Science at the University of Baghdad, and they were (129) students spread over four people and two (63) female students were chosen. (23) female students were excluded from those who did not attend the day of testing. Psychological hesitation, willpower and test in the motor chain in the technical gymnast, and thus the number of the research sample has reached (40) students, i.e. a percentage (31.007) from the research community.

The delegation of female researchers using the psychological frequency scale and willpower, then the researchers conducted the scientific foundations of the scale and applied it to the research sample and

¹University of Baghdad /College of Physical Education and Sport Sciences

1ban.ameen@cope.uobaghdad.edu.iq ,[2 Wasn.hasan@cope.uobaghdad.edu.iq](mailto:2Wasn.hasan@cope.uobaghdad.edu.iq) ,3khuloudliayth66@gmail

conducted the test for the kinematic chain. Better, they reached the importance of studying psychological aspects, including willpower, in order to overcome the psychological frequency that you can feel during the performance of your gymnastic skills.

Keywords: *Hesitation, kinematic, apparatus*

Introduction

Psychological research is interested in studying the phenomena that are related to the behavior of the athlete and that can distinguish it from others and how to present the athlete with psychological techniques that can help him overcome internal fears and pass any psychological barrier that raises feelings of hesitation and fear in performance, especially when the skill is difficult.

Psychological hesitation is one of the psychological traits that have a fundamental role in the performance of the athlete in general and the students in particular, as it is the engine and factor that determines the success of students in performance, so the reluctant student cannot achieve success no matter what he passes from a period in which he trains the skills to be learned and performed unless There is a sports educator who has knowledge of how to deal with any psychological impediment that can affect student performance and reduce the impact of these phenomena, and this is confirmed by (Raisan Khreibet, Nahida Resan, 1988, p. 5) 1

"Modern psychological studies have increased the interest of specialists in physical education and sports psychology in particular. Modern psychological research and studies have confirmed that many known mental illnesses as well as sports failures and lack of good mathematical results are due to many psychological factors, so the psychological frequency is" a psychological condition Describes an individual when he is unable to perform for various reasons such as fear, lack of self-confidence or boredom (Amer Abdel-Rahman Qaba, 1999) 2.

It is also one of the psychological characteristics that play an effective role in controlling and controlling athletic performance, especially when it coincides with difficult situations and this is consistent with studying

(Jawad, 2008,109) 3 "where he mentioned" that psychological hesitation is one of the important psychological characteristics that play a fundamental and effective role in controlling and controlling sports performance and that affects achievement, and psychological frequency does not accompany the individual athlete at all times, but it appears with various difficult situations which Requires determination or assertion in determining the decision to perform the required performance or to leave it.

Moreover (Smith and others, 1995) 4 indicated in their study, "Psychological skill helps athletes to maximize their physical skills".

(Nizar Al-Taleb and Kamel Taha Lewis 1993, p. 61) 5 referred to psychological hesitation as a psychological quality that afflicts the athlete at certain times and not others.

An example of this is when a student hesitates to perform any skill that is difficult, then she can explain it for reasons that may relate to the student herself or may be for external reasons that greatly affect her performance and her ability to make any decision regarding sports performance as well as her feeling of fear and lack of self-confidence, and this is confirmed by (Nizar Al-Talib and Kamel Taha Lewis, 2000, p. 15) 6

"The psychological hesitation is the cause of many cases of failure in the sports field, and the reasons for this hesitation can be in the student himself or to come from external paths and one always needs to confirm himself and this assurance comes from the experiences of success that he gets and through which his

confidence increases himself but the acquisition Self-confidence is not an easy job, the basis of which is the positive psychological mood, which is at the forefront of the reasons for his optimism and making his effort to achieve the required level.

)Yasser Ahmed, 2013, p. 23) indicated in his study, "Psychological indecision is a prescription that afflicts the individual when he is exposed to external or internal factors such as psychological pressure, lack of self-confidence or fear of performance." Ammar Abd al-Rahman Qaba` emphasized that psychological hesitation is a "psychological state characterized by The individual when he tries to make his decisions, especially if this decision is fateful in taking the decision for various reasons such as fear, distrust or boredom" .

The study (Ahmed Abdel-Zahra and others, 2009) indicated that when students and learners obtain psychological stability and calm, this is the duty of the educational and psychological side, they do not hesitate at all to perform the skill.

A study (Amer Rashed and Sadiq Jaber, 2014,31) stated that psychological hesitation makes the student unconfident when performing and generates a kind of fear and confusion when performing so he cannot make his own decisions.

As for the study (Jamil Kazem Jawad, 2008,108), it indicated that the desire and inclination factor is one of the important factors that contribute to overcoming the state of hesitation accompanying the performance of sporting activities that are characterized by risk and difficulty .

While a study (Raad Ramadan Ahmad, 2014, 97) indicated that the more the player's experience through practice and training, the less the aspect of psychological hesitation when performing, then the accurate performance is correct.

A study (Amer Saeed Al-Khikani et al., 2014, 313) indicated that the few previous experience and the lack of experience will expose the player to two cases of starting fever and indifference in which the feature of psychological hesitation is usually visible or hidden in it.

Willpower is one of the most complicated psychological functions, as it is linked to other psychological processes, a link that makes it difficult to put a boundary between them and these processes, and it is also related to achieving the goal that thinking ended (Abdel Baqi, 2000, 2).

Psychological preparation is tantamount to providing an athlete with psychological techniques that can help him overcome the psychological barriers that he may face, as many studies have emphasized the importance of willpower, as Davis's study (Davis, 1943) indicates the importance of revealing the willpower of individuals (Davis, 1943,32 and while studying Harvey & Harris (1975) There is a positive correlation between will and decision-making ability (Harvy & Harris, 1975: 16-19). As for Hothersall & Brener1966 study, the positive relationship between willpower and control over answering exam questions is (kambil, 1970,150). Bandura, 1977, and I found a positive relationship between willpower and self-esteem (Bandura, 1977,98). Therefore, willpower is the safety valve against impotence and pressure. It is also a factor in the mental health of the individual and his success in his life, and how to move this will towards more Work, achievement and more achieve the desired goals (Afrah Ahmad Najaf, 2014, 9). The gymnastic game is one of the individual games that need, in addition to the physical and skill preparation to prepare myself, as it is distinguished from the rest of the games by the factor of suspense and excitement accompanying the emotional emotions so the number of devices that this game contains in addition to the diversity of its skills can affect the student's psyche, so the psychological aspects can have A positive role, and sometimes a negative role, when these aspects control the student's emotions when performing, which is represented in the form of poor performance and sometimes weak willpower. From here, the importance of the research came in an attempt to find out the psychological frequency and the strength of the student's ability to perform due to its importance in an attempt to overcome difficulties and reach optimum performance. Through the work of researchers in the field of teaching gymnastics for students of the College of Physical Education and Sports Science and their continuous follow-up to the level of performance, the research problem was diagnosed in the emergence of some psychological emotions during the performance of the kinetic chain on a parallel device of different height which may affect the level of performance and sometimes it is a hindrance to prevent the ability to Performance, as this device is one of the devices that

provokes feelings of hesitation and fear and sometimes it is a weakening factor for their willpower, so the researchers decided to study this psychological phenomenon that can affect the performance of the kinetic chain in an attempt to find solutions to it.

The study aimed to identify the degree of psychological frequency and willpower and the performance of the kinetic chain on a parallel device of different height for third grade students in the College of Physical Education and Sports Science - University of Baghdad, as well as to identify the relationship between psychological frequency and willpower at the research sample, in addition to identifying the relationship between psychological frequency and willpower with the level of performance of the kinetic chain on a parallel apparatus of different height for the research sample.

The researchers assumed, there is a high degree of psychological frequency among students of the third stage of the College of Physical Education and Sports Science - University of Baghdad, as well as an inverse correlation between psychological frequency and willpower at the research sample, in addition to a correlation relationship of psychological frequency and willpower with the level of performance of the motor chain on a parallel device of different height at the research sample.

Method and method

The researchers used the descriptive approach in the survey method to suit its nature of the research problem, "The appropriate approach is one of the most important steps that lead to the success of the research, as the curriculum depends on the nature of the problem and the goal to be achieved" (Muhammad Hassan Allawi, 1999, p. 134.)

The research community was also chosen intentionally by the students of the third stage in the College of Physical Education and Sports Science at the University of Baghdad, and the number (129) distributed over four people and by lottery. 63) Female Student: (23) female students were excluded, and thus the number of the research sample becomes (40) female students, with a percentage (31.007) of the total number of the research community.

The research tools: In the light of the study goals, then using two tools, namely the psychological frequency measurement and willpower measurement tool.

-1Psychometric frequency scale prepared by the researcher (Firas Hassan Abdel Hussein, 1999), where this form was designed and codified on the Iraqi environment and on students of colleges of physical education in universities in the country, and a scale that contains (51) paragraphs (16 paragraphs) is positive and (35

Paragraph (negative) and the number of alternatives was (5) which is (it always applies to me, applies to, applies to sometimes, does not apply to, does not apply to me completely) and the calculation of the score for positive paragraphs is (1,2,3,4,5) and negative paragraphs (5 , 4,3,2,1), and the levels of this metric are :

116- 145The frequency is very high, 115-87 the high frequency, 86-58 the medium frequency, 57-30 the frequency is acceptable, from 29 and below is weak, and the hypothetical mean was (153). Accessory (1(

-1Willpower scale After examining the sources and references that dealt with this variable, the researchers adopted (Afrah Ahmad Najaf, 2014) as shown in Appendix () respectively, as it consists of 16 paragraphs and the scale is answered with a five-point scale (always, often, sometimes (Rarely, never) respectively and weights were alternatives

(5,4,3,2,1)The degree of the scale ranges between (16-80) and hypothetical mean (48). Accessory (2(

After that, the researchers distributed the form to a group of experts and specialists for the purpose of verifying the scientific foundations of the scale in order to apply them to the research sample and included several steps:

1- Verify the scale:

It is defined as "the degree to which the scale measures the thing to be measured" (Layla Al-Sayyid Farhan, 2001, 64), meaning that the true measure measures the thing that was set to measure it, and

nothing else is measured in its place or added to it (Sami Melhem, 2000, 28) and for the purpose of making sure of The reliability of the scale was presented to a group of specialists.

2- Stability of scale:

The test was retested on the sample (5.(

Students, "Stability means that the test will give the same results if it is not applied to the individuals themselves in the same circumstances" (Hoda Jalal Muhammad, 2008, p. 107). The stability factor was found by re-testing the sample on / 2018, i.e. after ten days and it was proven that the tests It has a high degree of stability(0.78).

3- Objectivity:

Objectivity means "the question mark or test is dependent on the personality or opinion of the corrector, meaning that in the objective test, the score does not differ according to the different correctors" (Zaid Al-Huwaidi, 2004, 64). And since the scale is clear and its lack of understanding is therefore considered objective.

Exploratory experience:

The researchers conducted the exploratory experiment, as they distributed the two measures' forms to a sample of third-grade students, and after polling the students 'opinions about the nature of the two measures and the extent of their understanding of their paragraphs whether they were understood or not, and if there was any note about the formulation of paragraphs Performance level test:

The performance level of the kinematic chain of the parallel apparatus of different height was evaluated after each student performed the kinematic chain based on the performance test scores for the kinematic chain of (10 degrees).

Research field experience:

The tests were conducted and with the presence of the auxiliary team, by applying the psychological frequency and willpower measures to the research sample and then the skill tests were conducted to find out the skill level of the students 'performance, and after that, the results were collected, sorted and tabulated in special tables for the purpose of statistically treating them.

Results:

After applying the psychological frequency and willpower test, the results appeared as shown in Table (2.(

Table (2) shows levels of psychological frequency and willpower for the research sample

Descriptive Statistics			
	Mean	Std. Deviation	N
Psychological hesitation	149.8250	26.58020	40
Willpower	50.9000	20.77202	40
Kinetic chain	5.8250	2.26328	40

Correlations

		Psychological hesitation	Willpower	Kinetic chain
Psychological hesitation	Pearson Correlation	1	-.864**	-.856**
	(Sig. (2-tailed		.000	.000
	N	40	40	40
Willpower	Pearson Correlation	-.864**	1	.946**
	(Sig. (2-tailed	.000		.000
	N	40	40	40
Kinetic chain	Pearson Correlation	-.856**	.946**	1
	(Sig. (2-tailed	.000	.000	
	N	40	40	40
**. Correlation is significant at the 0.01 level (2-tailed).				

When discussing the inverse correlation between psychological frequency with the performance of the motor chain, the researchers see that the lower the level of psychological hesitation for students, the better the level of performance, as interest in the psychological side of students has an important role in enhancing the self-confidence of the student in a way that makes it able to perform the motor chain and achieve itself and this What it referred to (Ilham Abdel Rahman, 1997)

The study of the psychological aspect is of great importance for each activity as it is expressed through the power of will, responsibility, control and self-confidence, which helps to achieve the desired goals and reveal the distinctive features. In addition, accustoming the student to how to use psychological skills is a catalyst in Overcoming psychological hesitation and increasing its chance for proper performance, and this is confirmed by (Weinberg and Gould, 2003,242.)

"Training in psychological skills refers to the systematic and coordinated practice of mental or psychological skills for the purpose of improving performance, or achieving greater self-satisfaction in athletic performance"

Through the results of the research, there was also a direct correlation between the strength of the will and the performance of the kinematic chain, and we can attribute the reason for that to the style of the school at the beginning of learning and for any special skill your gymnastics skills, we find it works from the first step to encourage the student in order to strengthen the psychological side and enhance self-confidence to increase strength Will and pass any difficulty in performance and this is confirmed by (Adler, 1964,35" (

The will power is a driving force that is produced through self-confidence and is based on a great desire to enhance personality and reduce the negative feeling towards the self. Including speed in decision-making under the burden of exercise.

The interest in studying psychological aspects, especially those related to the positive thinking of the athlete when performing skills, can have a role in success, and here the role of the trainer or teacher in supporting the athlete is highlighted in a way that makes him feel safe and increasing the will to achieve the

performance of the skills, as confirmed by the study (Aladdin Al Kafafi 2008). In that the attention to the psychological aspect of the students may help them not to be overwhelmed and enhance self-confidence" .

Cogan and Vidmar (2000) and Machado (2006) study also indicated, "The coach can make the gymnast feel safe and stimulate positive mental behavior, as positive and negative thinking has a tremendous force on the performance of athletes, as athletes who succeed in their careers show higher rates of thinking. Positive in themselves and their performance, and understanding the psychological aspects, especially with regard to psychological aspects, has a role in sports performance, as confirmed by the study (Grigore, 2001 (128,112(((

The increasing requirements in the gymnastics of performance related to athletes, teachers and trainers led to recognition of the importance of psychological preparation in the process of sports training, and therefore we see that positive thinking and the ability of the student to focus on performance and control emotions, especially those related to fear, are all factors that may have a role in passing difficulties through the power of will Through her, the student successfully faces the psychological hesitation she can feel when performing, and this is consistent with what Defend Connaughton defends

Huntington and Jones (2002), Gold and Maynard (2009) and Jones and others (2009) reported the idea that being able to control one's emotions is an important requirement for success in this sport. Being a sport characterized by the difficulty in performing its various skills, and the process of controlling the psychological aspects and supporting it positively by the school, it has a great role in the successful performance of the motor chain skills required to be performed by students. Finally, it can be said that psychological hesitation and the strength of the will can have a role in helping the student to perform in the event that these psychological aspects are managed positively by the school in an attempt to reduce the influence of psychological hesitation by enhancing self-confidence and strengthening the strength of the will properly.

The results have shown that there is an inverse correlation between psychological frequency and willpower, and the researchers attribute the reason for this to the ability of female students to control emotions, especially those that are related to the study of the psychological side, as willpower is one of the psychological characteristics that are considered as a mirror of mental qualities that determine success in Performance and character building of the athlete This is consistent with the study (Niko, 1993, 276-281" (

One of the methods of building an athlete's personality is to improve the mental qualities that directly determine performance (motivation, willpower, desire to win, psychological training for competitions, the ability to focus, attention). Your contemporary artistic gymnastics has high requirements of personal qualities. The student is good whenever the psychological frequency is less effective and reaching the desired goal is better, and this is confirmed by a study (Riba and others, 2009). The strength of will is a psychological phenomenon that directs desired behavior towards the goal, especially in adverse circumstances.

Conclusions:

The researchers concluded that through this study, the higher the grades that female students obtain in willpower, the lesser the psychological effect.

Also, there is a relationship between the degrees they got in the kinetic chain and between psychological frequency and willpower.

And they reached the necessity of paying attention to studying the psychological aspects represented in the strength of the will in order to overcome the psychological hesitation that you can feel while performing your gymnastic skills.

References

- 1- Reisan Khuraibet and Nahda Rasan: Psychology in Training and Modern Competitions, Dar Al-Kutub for Printing and Publishing, University of Basra, 1988, p. 5.
- 2- Amer Abdul-Rahman Qaba: Sports Medicine, 2nd edition, University of Mosul, Dar Al-Kutub for Printing and Publishing, 1999.
- 3- Jamil Kazem Jawad: Building a psychological frequency scale for swimming learners when performing the skill of vertical jumping into the water (on the feet), published research, Journal of Physical Education Sciences, College of Physical Education, Al-Qadisiyah, volume one, ninth issue, 2008.
- 4- Smith, R. E., Schutz, R. W., Smoll, F. L., & Ptacek, J. (1995). Development and validation of a multidimensional measure of sport-specific psychological skills: The Athletic Coping Skills Inventory – 28. *Journal of Sport and Exercise Psychology*, 17, 379 – 398.
- 5 -Nizar Al-Talib and Kamel Taha Lewis: Mathematical Psychology, Dar Al-Kutub for Printing and Publishing, University of Mosul, 2000, p. 133.
- 6- Yasser Ahmed: An indicative program to reduce psychological frequency and its effect on the performance of some of the gymnastic skills for students of the Faculty of Physical Education (Master Thesis, Babil, Faculty of Physical Education, 2003, p. 23.
- 7- Ahmed Abdel-Zahra, The psychological hesitation of gymnasts when performing the forward jumping skill on the caucasus horse. Published research, Al-Lom Sports Magazine, Al-Qadisiya meeting, No. 3, 2009.
- 8- Amer Rashid Shayyal and Sadiq Jaber Matani, Psychological indecision and its relationship to the performance of kidnapping height among students of the Faculty of Physical Education, *Journal of Physical Education Sciences*, Volume 7, No. 6, 2014.
- 9 -Jamil Kazem Jawad: Building a psychological frequency scale for swimming learners when performing the skill of vertical jumping into the water (on the feet), published research, *Journal of Physical Education Sciences*, College of Physical Education, Al-Qadisiyah, volume one, ninth issue, 2008.
- 10- Raad Ramadan Ahmad, Emotional Response and Psychological Frequency and Their Relation to Correctly Attacking Direct Attack on Players and Female Duelists with Shish Weapon, *Sports Science Magazine*, Volume 8, No. 27,2014.
- 11- Amer Rashid Shayyal and Sadiq Jaber Matani, Psychological indecision and its relationship to the performance of kidnapping height among students of the Faculty of Physical Education, *Journal of Physical Education Sciences*, Volume 7, No. 6, 2014.
- 12- Abdul Baqi, Yusra Turki: The Impact of Fear on Will, Baghdad University, College of Arts, Unpublished Master Thesis, 2000.
- 13- Davis,G.A (1943): *Educational Psychology and Practica* , New York.
- 14- Harvey, H& Harris,R(1975): Determinants of Perceived choice and Relation ship between perceived choice and expectancy about feeling of internal control, *Journal of personality and social psychology* ,Vol(31), N(1).
- 15- Kambil,A.P(1970): THE Problm of Volition, *Journal of psychology research review Mmerican psychological association*, Vol(77), N(5).
- 16- Bandura(1977): *Theory of Motivation*,mcenilan rublishing,New York.

- 17- Afrah Ahmad Najaf: Avoidance and their relationship to feelings of inferiority and willpower among university students, PhD thesis, Al-Mustansiriya University, College of Education, Department of Psychological Counseling and Educational Guidance, 2014.
- 18- Muhammad Hassan Allawi and Osama Kamel Ratib, Scientific Research in Sports Education, Sports Psychology, Cairo, Arab House of Thought, 1999, p. 134.
- 19- Firas Hassan Abd Al-Hussein, Building a Psychometric Frequency Scale in the Sports Field (Building and Application), Master Thesis, University of Basra, College of Physical Education, 1999, p. 75.
- 20- Leila El-Sayed Farhan: Mathematical Cognitive Measurement, 1st edition, The Book Publishing Center, Egypt, Cairo, p. 64.
- 21- Sami Melhem: Research Methodology in Education and Psychology, 1st edition, Dar Al-Masirah, Jordan, Amman, 2000, p. 28.
- 22- Hoda Jalal Muhammed, Building and implementing a counseling program in the psychological direction towards physical education for the fourth preparatory students at Babil Governorate Center, (PhD thesis, College of Physical Education - University of Babylon), 2008.
- 23- Zaid Al-Huwaidi: Fundamentals of Educational Measurement and Evaluation, 1st edition, University Book, Al-Ain, United Arab Emirates, 2004.
- 24- Elham Abdel Rahman Mohamed: Some Important Requirements in Sports Excellence for Volleyball Among Sports School Teams, Cairo, Scientific Journal of Physical Education and Sports, 1997.
- 25- Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology 3rd ed.). Champaign, IL: Human Kinetics.
- 26- Adler, A. (1964): Superiority and Social interest a collection of later writing – Edited by Ansbacher & Rowena, New York.
- 27- Alaeddin Kafafi: Psychological Advancement, University Knowledge House, Alexandria, 2008.
- 28- Cogan, K.D., & Vidmar, P. (2000). Gymnastics. Morgantown: Fitness Information Technology.
- 29- Machado, A.A. (2006). Psicologia do esporte: da educação física escolar ao esporte de alto nível (Sport psychology: from physical education to high performance). Rio de Janeiro: Guanabara Koogan.
- 30- Grigore, V., 2001, Artistic Gymnastics – Theoretical Bases of Sports Training. “Semne” Publishing House, Bucharest, pp.128-135.
- 31-- Connaughton, D., Hanton, S., & Jones, G. (2002). The Development and maintenance of mental toughness in the World’s best performers. The Sport Psychologist, 24, 168–193.
- 32- Gould, D., & Maynard, I. (2009). Psychological preparation for the Olympic Games. Journal of Sports Sciences, 27, 1393–1408.
- 33 - Jones, M.V., Meijen, C., McCarthy, P.J., & Sheffield, D. (2009). A theory of challenge and threat states in athletes. International Review of Sport and Skill Psychology, 2, 161–180.
- 34 - Nicu, A., 1993, Modern Sports Training. “Editis” Publishing House, Bucharest, pp.276-281.
- 35- Ryba, T. V., Stambulova, N. B., & Wrisberg, C. A. (2009). Forward to the past: Puni’s model of volitional preparation in sport. International Journal of Sport and Exercise Psychology, 7, 275-291.

The appendices

Accessory (1)

Psychometric frequency scale

Quite Not applicable to me	Do not apply to me	Sometimes applicable	Apply to me	Fully apply to me	Paragraphs	N
					I hesitate when I feel weak in the skill to perform in the lesson	1
					Willpower payers for good performance	2
					I hesitate when I do sports and I don't like it	3
					I hesitate to do sports movement if I feel like it is causing me injury	4
					I have confidence that makes me reluctant to practice your gymnastic skills	5
					My feeling of fatigue and fatigue makes me reluctant to play the game of gymnastics	6
					My self-confidence to make me Aatrdd in the performance of the skill required of me	7
					I hesitate when some make fun of my performance	8
					The presence of assistive devices and assistants makes me reluctant to play the game of gymnastics	9
					My poor relationship with the school makes me reluctant to perform the skill	10
					I have lively and energetic activity that helps me to perform the skills of the gymnastics game	11
					Because of my motivation, I play game skills	12
					My courage makes me reluctant to perform the sports movements .required of me in your gym	13
					The difficulty of the movements on the devices makes me reluctant to perform them	14
					When I know the purpose of the skill, I do not hesitate to perform it	15
					I hesitate to play the skills of the gymnastics game when I feel that I am not getting used to the training in the lecture	16

					Do not hesitate when I am calm and psychologically stable	17
					I hesitate when I feel a sense of failure	18
					I have situations where I feel unwilling to practice your gymnastic skills	19
					I feel reluctant to perform the skill when I don't get moral incentives	20
					My scientific and theoretical information makes me reluctant to perform the skills of the gymnastics game	21
					I hesitated when I expect that the level will not be at the required level	22
					My fear of effectiveness or the device caused me to hesitate to play the game of gymnastics	23
					My sense of boredom keeps me from practicing the skills of the gymnastics game	24
					Worried about performing the skills required in the lesson	25
					Never mind the final performance result	26
					I hesitate when my pulse rises before I take the practical exam for skills	27
					My personality is the reason for my hesitation	28
					When I am asked to make a decision, I am slow to make it	29
					The importance of competition among my fellow performers makes me a better motivator	30
					The sudden change in daily habits makes me not wanting to perform your gymnastic skills	31
					My stress makes me reluctant to perform skill	32
					I hesitate when asked to compete with a high-level student in the lesson	33
					I hesitate when asked to perform high-level movements	34
					My unease makes me reluctant to perform the required skills	35
					Repeated failure causes me to hesitate to perform the required skills	36
					My poor physical condition causes a poor performance	37

					My sense of confusion and instability makes me reluctant to practice the gymnastics skills assigned to it	38
					I cannot control my temper in critical situations	39
					My body style makes me reluctant to perform the skill	40
					When my feeling is not good, I do not wish to practice the skills of your gymnastics game	41

					I have a high morale that makes me a reluctant player	42
					I hesitate when I hear words marred by vilification and criticism	43
					Be ashamed why you hesitate to practice gymnastic skills	44
					I am optimistic	45
					The poor facilities I have shown in the lesson make me reluctant to perform the skills	46
					The weather conditions make me hesitant	47
					I do not feel reluctant to perform skills when I possess a spirit of hope for skill excellence	48
					I hesitate when I get frustrated	49
					My struggle does not make me reluctant to perform	50
					Feel hesitant to perform difficult skills	51

ملحق (2)
 مقياس قوة الإرادة

Never	Scarcely	Sometimes	frequently	Always	Paragraphs	ت
					I stick to getting the highest score when performing the skills	-1
					Take a risk for a good skill	-2
					I face difficulties while	-3

					performing the skills calmly and quietly	
					Invest my abilities when performing the skill	-4
					My happiness is to perform skill well whatever the pressure	-5
					I challenge my colleagues when performing skills with confidence	-6
					Hold on to my opinions and defend them	-7
					I support those who adopt new ideas that serve the performance of skills	-8
					I control my desires in order to achieve goals that serve the performance of skills	-9
					Defend my interests with all audacity	-10
					Control my nerves in difficult situations while performing skill	-11
					I can perform a skill that my classmates failed	-12
					I resorted to apologizing for the wrong behavior issued in the lecture	-13
					I struggle to achieve my dreams	-14
					I can give up my bad behavior habits in the lecture	-15
					Bypass unexpected circumstances while performing skills	-16