



Motor performance anxiety and its relationship to the achievement of the effectiveness of weight lifting among students of the Faculty of Physical Education at the University of Kufa

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Abstract

The anxiety of motor performance is one of the basic requirements that affect the achievement because its height leads to a lack of motivation for the player, and therefore there is no benefit or positive return. Through the presence of the researcher with the sample, being a teacher of the arena and field subject, he noticed that there is a weakness in the performance of the research sample when performing, due to anxiety. What the student suffers when performing through how to stand and hold, so the researcher decided to delve into this problem and reach appropriate solutions. The research aims to identifying the connection between motor performance anxiety and achieving the effectiveness of pushing weights for students at the University of Kufa's Faculty of Physical Education and Sports Sciences. In the same way as survey studies and correlational studies are conducted, the researcher adopted the descriptive approach. For being appropriate given the nature of the issue, its resolution, The College of Physical Education and Sports Sciences at the University of Kufa's fourth-stage students selected the research community for the 2022–2023 academic year, who numbered (66) students. (10) students were. Most of the students of the fourth stage in the arena and field have motor performance anxiety when performing the effectiveness of pushing the weight.

Keywords: motor performance, education, weight lifting.

1-1. Introduction and Importance of Research:

In any game, including athletics, it is not possible to advance its performance and advance the level unless it is due to a set of basic ingredients that contribute to the process of reaching the higher levels of players alike, and perhaps among the most important of these ingredients is the psychological factor that forms a basic axis of preparation for reaching To the desired goals, the anxiety of the players' motor performance is of great importance, as it is considered as a measure of the effectiveness of their performance. They also lack the elements of confidence, perseverance and ambition The quest to reach anxiety control within to meet the requirements of these activities, especially during the effort exerted within the sports competitions, so it was necessary for him to understand the various situations within the different variables, relying on his thoughts and actions in developing his performance and achieving his ambitions through the levels of anxiety that the players are characterized by different according to the difference The ideas and aspirations that the individual possesses to achieve what he aspires to. Therefore, the importance of the research came to study the motor performance anxiety of students through their performance of the effectiveness of pushing the weight.

1-2. Research problem:

Athletics events are among the games that require the player to provide the psychological and physical factors alike, and this leads to determining the players' understanding and understanding of the requirements of sporting events. The anxiety of motor performance is one of the basic requirements that affect the achievement because its height leads to a lack of motivation for the player, and therefore there is no benefit or positive return. Through the presence of the researcher with the sample, being a teacher of the arena and field subject, he noticed that there is a weakness in the performance of the research sample when performing, due to anxiety. What the student suffers when performing through how to stand and hold, so the researcher decided to delve into this problem and reach appropriate solutions.

1-3 research objectives:

The research aims to:

1- Identifying motor performance anxiety among university students among students of the Faculty of Physical Education and Sports Sciences - University of Kufa.

2- Identifying the connection between motor performance anxiety and achieving the effectiveness of pushing weights for students at the University of Kufa's Faculty of Physical Education and Sports Sciences.

1-4 Research assumptions:

- The effectiveness of pushing weights for students at the University of Kufa's Faculty of Physical Education and Sports Sciences is significantly correlated with motor performance anxiety.

1-5 areas of research:

1-5-1 The human field is comprised of fourth-stage students at the University of Kufa's College of Physical Education and Sports Sciences for the 2022–2023 academic year.

1-5-2 Time range: for the period from 8/11/2022 to 1/4/2023.

1-5-3 The spatial field: the outdoor playground in the University of Kufa's College of Physical Education and Sports Sciences.

2- Research methodology and field procedures:

It was important to identify the study community and select a representative sample for it in order to fulfill the research's objectives, in addition to selecting appropriate statistical methods for analyzing the data and producing the results, as follows:

2-1 Research Methodology:

In the same way as survey studies and correlational studies are conducted, the researcher adopted the descriptive approach. For being appropriate given the nature of the issue, its resolution, and the accomplishment of the goals of the research undertaken to address the issue.

2-2 Research population and sample:

The College of Physical Education and Sports Sciences at the University of Kufa's fourth-stage students selected the research community for the 2022–2023 academic year, who numbered (66) students. (10) students were selected for the exploratory experiment, which represents (15.151%) of the parent population, and Table 1 displays this.

Table (1) shows the research community and sample

The number of respondents	percentage	The number of subjects of the main experiment	percentage
10	15.151%	30	45.454%

2-3 The instruments, equipment, and methods employed in the research:

2-3-1 Equipment and tools used in the research:

- Weight 3.
- One (1) stopwatch.
- One (1) portable calculator.

2-3-2 Means of collecting information:

Arabic and foreign sources.

Standards and tests.

- Note .

2-4 Field Research Procedures:

2-4-1 Motor Performance Anxiety Scale:

To accomplish the objectives that have been set, the researcher adopted a motor performance anxiety scale prepared by the researcher (Ali Sattar Abdel-Amir). The motor performance anxiety scale consists of (26) items, each paragraph contains binary alternatives (yes, no). These alternatives were given scores (0, 1), respectively, the highest score for the scale (72) and the lowest score (26), with a hypothetical average of (49). Appendix (2) explains this.

Description of the performance: Through the performance of the archer from the shooting circle with a diameter of 2.135 m, and three cases are performed for each laboratory, and the best attempt out of three attempts is calculated.

2-4-3 Experience with exploration:

The exploratory study was carried out on Thursday (6/12/2022) and its purpose was as follows:

- 1- Determining the reliability of the research's instruments and tools.
- 2- Knowing the ability of the assistant work team to conduct and apply the tests.
- 3- The researcher will have practical training to learn what issues and opportunities they encounter throughout the main test.
- 4- Extracting the scientific bases for the scale and test (validity, reliability and objectivity).

The exploratory experiment was applied to (10) students other than the research sample. The experiment revealed the following:

- 1- The scale and test were appropriate for the sample.
- 2- The scientific foundations of the test were extracted.

So the scale and test are ready for application.

2-4-4 The scientific bases for the physical performance anxiety scale and the weight-pushing effectiveness test:

2-4-4-1 Honesty:

By presenting the scale and test employed in the study to a panel of arbitrators with expertise in the sciences of physical education, the researcher confirmed their apparent validity (see Appendix 1) to indicate its validity. When using the Kai-square test, it appeared that the calculated value of the motor performance anxiety scale and the discus throw test (6), which is At the level of significance (0.05) and the degree of freedom (1), it exceeds the tabular (Ca₂) value of (3.84), and thus all tests were accepted (see Table 2).

Table (2) shows the number of agrees, the calculated (K2) value, and the statistical significance of the mental alertness scale and the discus throw test for students

test name	validity		calculate d	Tabular	indication
	Repair	Does not fit			
Motor performance anxiety	6	0	6	3.84	moral
Push the weight	6	0	6		moral

2-4-4-2 Test stability:

The stability of the test was found by testing and re-testing on the survey sample, as Thursday, 6/12/2022 was chosen, and the test was re-tested on 1/1/2023 for the motor performance anxiety scale, and 6/12/2022, and the test was re-tested on 20/12 / 2022 for the weight-pushing test, and after unpacking the data, the value of (t) was extracted from it. The researcher concluded that the motor performance anxiety scale and the weight-push test have high stability, if the value of (r) for the motor performance anxiety scale reached (0.86). (0.80).

2-4-4-3 Objectivity of a weight-pushing test:

The objectivity of the weight lifting test was found through the use of arbitrators to record the results of the test. With the intention of identifying the objectivity of the test, the researcher took the results of the second procedure with the reconnaissance experiment (retest), during which the researcher commissioned two referees to estimate the scores of the tests referred to, and then the researcher treated the scores that he indicated The arbitrators indicated it statistically through the use of the simple correlation coefficient (Pearson), as all the correlations were highly significant, as the correlation value reached (0.83).

2-4-5 The main experiment of the motor performance anxiety scale, the weight-pushing test:

On Monday, which corresponds to 1/2/2023, the researcher administered the aforementioned scale and test to the research sample, which consisted of thirty students.

2-4-6 Statistical means:

The researcher extracted the following means using SPSS, a statistical package.

- mathematical mean.
- the average deviation.

Pearson's simple correlation coefficient.

Chapter four

3- Presentation, evaluation, and discussion of the study's findings.

3-1 Presentation, analysis and discussion of the results of identifying the motor performance anxiety of the sample.

3-2 Results of the correlations between the research variables are presented, examined, and discussed.

3- Analysis, presentation, and debate of research findings:

This chapter includes the presentation and interpretation of the results, based on the data of the current research and according to the objectives of the research. It also includes conclusions and recommendations as follows:

3-1 Presentation, analysis and discussion of the results of identifying the motor performance anxiety of the sample.

With regard to the first objective of the research, which is to identify motor performance anxiety among fourth-stage students - For the academic year 2021–2022, check out the University of Kufa's College of Physical Education and Sports Sciences., where the total score was calculated for each student, and if the score increased to (49) degrees, this indicates that the student has Motor Performance Anxiety Either if the total score is less than (49) degrees or equal to it, this indicates that the student varies in the level of motor performance anxiety,

and this is called the theoretical mean. To estimate whether the apparent differences reflect real differences, the t-test was used for one sample in order to Find out the statistical significance of this difference as shown in Table (3).

Table No. (3) displays one sample's sample size, mathematical mean, standard deviation, theoretical mean, and t-test.

variable	Sample size	arithmetic mean	standard deviation	theoretical mean	degree of freedom	T test		level of significance
						Calculated	tabular	
Motor performance anxiety	30	55.147	11.245	49	29	3.066	2.045	Moral

It is clear from the table above that the arithmetic mean of the sample individuals in motor performance anxiety amounting to (55.147) is more than the theoretical mean, which indicates that students have motor performance anxiety during the discus throwing activity in athletics. In order to verify this, the t-test was used for one sample, and the result came Significant, as it was found shows there is a significant difference when the calculated T value is bigger than the tabular one at a threshold of significance of 0.05 and a degree of freedom of 29, because it is a source of warning and threat centered in the unconscious in the form of an urgent desire that does not reflect contentment, exerting pressure on the ego, exposing it to conflict and provoking In it,

he uses defensive tricks because of fear of the authority of the higher ego, as the suppression process may fail to restore psychological balance, which means that the ego uses a new defensive trick, so the unconscious desire appears violently

3-2 Results of the correlations between the research variables are presented, examined, and discussed.

Table (4) shows the value of the correlation coefficient and the value of the significance of the correlation

variants	The value of the correlation coefficient	the degree of freedom	the value of t		the significance
			computation	Tabular	
Motor performance anxiety pushing weight	0.875	28	9.513	2.048	moral

As shown in the table above, shows there is a correlation between motor performance anxiety and the effectiveness of weight lifting because the correlation coefficient's value of (0.875) is higher than the tabular value of (0.361) at a degree of freedom (28) and a level of significance (0.05).

In order to ascertain the significance of the correlation, the T-test was used, as shown in Table (2), where it appeared that the calculated value of (9.513) at a level of significance of 0.05 and a degree of freedom of 28, is higher than the tabular value of (2.048). Which confirms the existence of this relationship. In the case of anxiety in the sports field, we find it a double-edged sword. Anxiety may be facilitating, so it plays a motivating role, making the learner or player recognize the source of anxiety and prepare himself physically, psychologically and mentally to overcome it. In another case, we find anxiety intractable with a negative effect on the psyche of the learner or player. The important thing here is The factors that exist in the learner or the player and determine the type of anxiety (facilitator or insolvent).

4- Conclusions and recommendations.

4-1 Conclusions.

Following the presentation, analysis, and discussion of the study's findings, the researcher came to the following conclusions:

- 1- Most of the students of the fourth stage in the arena and field have motor performance anxiety when performing the effectiveness of pushing the weight.
- 2- The findings revealed a connection between fourth-stage students' performance-related motor performance anxiety and weight lifting.

4-2 Recommendations:

- 1- Benefiting from the current research scale as an objective tool by researchers and using it in their research and studies.

Sources:

- Abdullah bin Omar Salem. The effect of a training program on dealing with anxiety among a sample of heroin dependents, King Faisal University, 1998, p. 50.
- Nizar Al-Talib and Kamel Al-Wis. Sports Psychology, Baghdad, Dar Al-Kutub for Printing, 1992, pp. 210-211.

Appendix (1) Questionnaire for the research sample on the motor performance anxiety measure

Dear student...

good greeting ...

In your hands is a set of paragraphs. The researcher asks you to answer each paragraph by putting a sign (Ö) in front of the alternative that honestly and faithfully expresses your opinion, as shown in the example below, noting that it is placed for scientific research purposes only. With great thanks and appreciation

Shows motor performance anxiety scale in its final form

T	paragraphs	Yes	No
1	I am prepared to respond honestly and accurately to all inquiries..		
2	Sweating increases when I perform skillful attempts in front of others		
3	I feel an increase in my heart rate when I perform in front of others		
4	I feel an upset stomach when preparing to perform a certain movement in front of a group of individuals.		
5	My face turns red when I perform in front of others.		
6	I feel a shiver in the hands and feet while performing in front of the coach.		
7	Be natural during my movement performance in front of others or with my coach.		
8	When I feel an increase in my heartbeat, it does not help me to do my utmost in motor performance.		
9	I can arrange my thoughts when I perform in front of others.		
10	I avoid expressing my views for fear of ridicule and criticism.		
11	I prefer individual work over group work for fear of motor performance with others		
12	My thoughts are jittery and I can't focus when someone interrupts me while I'm performing		
13	Forget information about motor performance during skill tests		

14	I expect the evaluation of others will be a negative evaluation during my movement performance.		
15	It is difficult for me to form new relationships or friendships during the modules.		
16	I seek to participate in educational units.		
17	I feel fear when I see other people's looks at me during my motor performance.		
18	I feel that others are making fun of my motor performance.		
19	I get confused when I see some of those present whispering during my dynamic performance.		
20	I feel that my anxiety about performing in front of others is irrational.		
21	I feel happy when I am asked to perform in front of my teachers.		
22	I tend to withdraw from educational situations.		
23	I feel nervous when participating in a movement performance.		
24	I am very calm and relaxed during my movement performance in different situations.		
25	I feel able to control my motor performance when I am in front of others.		
26	I am sure that I answered all paragraphs truthfully and honestly.		