



***Psychological Hesitation and its Relationship with the Performance of the Jumping Skill on the Jumping Platform Device among Female Students of the Second Stage at the Faculty of Physical Education and Sport Sciences / University of Diyala***

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***ABSTRACT***

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The current study aims to identify psychological frequency in psychology, as psychological frequency is "a psychological trait that the athlete experiences at certain times and not others" and its relationship with the performance of the jumping skill in the opening of female students on one of the gymnastics devices, which is the jumping platform device, which is (135) cm high in women, and the problem of the current research was through the students' hesitation to perform the jumping skill open on the jumping platform device, and the frequency comes through the opening of the legs, as this generates fear, anxiety, and hesitation in them psychologically and physically. The research aimed to identify the effect of psychological frequency on female students during the process of learning the skill of jumping open on the jumping platform device, and the sample was represented by the students of the second stage at the Faculty of Physical Education and Sport Sciences at Diyala University, and the researcher used the descriptive method to suit the research problem, the research population consisted of (100) female students of the second stage, and the survey experiment was conducted with (15) female students, and the main experiment was conducted with (70) female students, and (15) students were excluded for their lack of commitment to permanence, and after the researcher was informed of many From the scales for measuring psychological frequency, she relied on the scale (Rasha Mesameh, 2024) and applied it to the sample, the researcher concluded that there is a high psychological frequency in female students when performing the skill of jumping open on the jumping platform device, and the researcher recommended that there should be psychological preparation and support for female students and trying to find solutions to any psychological problem they go through by the teaching staff.

## **1- Introduction:**

### **1-1 Introduction and Importance of the Research:**

Sport psychology is one of the sciences that is concerned with the study of psychological variables and their impact on individuals and their sports behavior, and in order to raise the level of female students, their behavior must be studied, especially at the beginning of their sports academic career, as the psychological aspect is one of the important aspects of students' personality, when the psychological preparation is good, all fears, pressures and psychological hesitations that individuals go through are overcome.

Psychological hesitation is "a psychological trait that the athlete feels at certain times and not others" (Nizar Al-Taleb and Kamel Taha Lewis, 1993, 61), the game of gymnastics is of great importance to athletes in terms of developing their sense of motor, neuromuscular compatibility, and the importance of physical fitness elements, and one of the most important skills that female students feel about hesitation in performance and not being able to perform the skill is the skill of jumping open on the jumping platform device, as many female students are afraid and lack of self-confidence to perform the skill, and the difficulty comes by opening the legs during the The importance of the current research is shown by paying attention to the psychological aspect of female students and knowing the relationship between the psychological frequency of female students while learning the skill of jumping open on the jumping platform device.

### **1-2 Research Problem:**

According to the experience and observation of the researcher, being a teacher of gymnastics effectiveness, she noticed that many female students abstain and hesitate while performing the skill of jumping open, despite the full explanation and practical application by the female teachers, but some are afraid of learning and performing the skill, and the difficulty comes in the process of opening the legs during the operation of the two legs, so the psychological aspect controls them and makes them anxious and hesitant about applying the skill, and the problem of the research is manifested by answering the following question: Does psychological hesitation play a role in the students' lack of skill?

### **1-3 Research Objective:**

- Identify the effect of psychological frequency on female students during the process of learning the skill of jumping open on the jumping platform device.

### **1-4 Imposing the Research:**

- There is an inverse moral correlation in the psychological frequency of the students of the second stage with the process of learning the skill of jumping on the jumping platform device.

### **1-5 Research Areas:**

- Human Field: Female students of the second stage at the Faculty of Physical Education and Sport Sciences / Diyala University.

- Temporal Domain: From (1-4-2025 – 1-6-2025).

- Spatial Field: Gymnastics Hall for Female Students at the Faculty of Physical Education and Sport Sciences / Diyala University.

2- Research methodology and field procedures:

2-1 Research Methodology:

The researcher used the descriptive method to fit the current research problem, as the descriptive method is "identifying the conditions and relationships between reality and appearance, and aims to collect data from members of society in an attempt to determine the current state of society in many variables" (Mohammed, 2019)

2-2 Research Population and Sample:

The research community is defined by the deliberate method, which are the (100) female students of the second stage at the Faculty of Physical Education and Sport Sciences / Diyala University, and the research sample consisted of (70) female students, and the percentage of the sample reached (70%) of the research population as shown in Table (1).

Table (1)  
Research Sample Details

Percentage	Research Sample	Groups	t
70%	70	Main Experience	1
15%	15	Exploratory Experiment	2
15%	15	Excluded	3
100%	100	Community Sample College	4

Table (2) Homogeneity of variables (height, weight, age)

Twisting coefficient	Standard deviation	Broker	Arithmetic mean	Highest Value	Least Value	nun	Variable
0.05	6.7	160.0	160.3	175	145	70	Length (cm)
0.12	7.4	59.0	59.2	78	45	70	Weight (kg)

-0.08	0.7	19.3	19.3	20.5	18.2	70	Age (year)
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Table (2) shows the homogeneity of the sample variables such as height, weight and age and the values of the torsion coefficient are within the logical limits (+1-1), i.e. the distribution is homogeneous.

### 2-3 Devices, Tools and Means Used in Research:

#### 2.3.1 Devices and tools used in research:

- Ballpoint pens.
- Data collection and dumping form.
- Manual electronic calculator (casio).
- Dell laptop.

#### 2.3.2 Means of Information Collection:

- The Internet.
- Observation.
- Rasha Sameh Scale (2024) for Psychological Frequency
- Scientific sources and references.
- Jumping platform device.
- Trampoline (glove)
- Sponge mats.
- Skills Performance Assessment Form.

### 2-4 Field Research Procedures:

#### 2.4.1 Using the scale used in the research:

A scale consisting of (32) items was used, but two paragraphs were deleted because they were not suitable for the variable of the research, and thus the scale became composed of (30) items, so the positive paragraphs were (2.3.5.6.9.10.11.17.20.23.24.27.30) and the rest of the paragraphs were negative, and the scale contained five alternatives (very much agree, very agreeable, moderately agreed, slightly agreed, slightly disagreed) if the measurement key starts with (1.2.3.4.5), the paragraphs are positive and vice versa for the negative paragraphs, and the sample scores are limited to (30 and 150) degrees.

#### 2.4.2 Scientific Foundations of the Psychological Frequency Scale:

The researcher adopted the Psychological Frequency Scale of the researcher (Rasha Mesameh, 2024), as she applied it to the students of the Faculty of Physical Education at Kadoorie University, which consists of (32) items, and to ensure the suitability of the scale for the research sample, the researcher modified, added and deleted some paragraphs to become (30) paragraphs, and the researcher extracted the scientific foundations of the scale from honesty and consistency.

First: Validity of the scale: It is meant that the test measures what it was designed for, and the researcher verified the paragraphs of the scale with apparent honesty by presenting the scale to the experts for the purpose of evaluating it by them, and some paragraphs were modified and deleted to suit the effectiveness and current research sample, and thus the paragraphs became (30) paragraphs, and the researcher relied on (75%) as a minimum for the experts' agreement on deleting and modifying the paragraphs according to Bloom' s opinion (Bloom et al., 1933, 169).

Second: Stability of the scale: It means that "the test gives almost the same results if it is reapplied to the same individuals and under the same conditions" (Mustafa Hossein Bahi, 1999, 49), the researcher repeated the test on the sample of the survey experiment under the same conditions and the result was similar to the survey experiment.

#### 2.4.2 Survey Experiment:

The survey experiment was conducted on (15-4-2025) on Tuesday at nine o'clock in the morning in the gymnastics hall for female students at the Faculty of Physical Education and Sport Sciences at Diyala University, where the sample number in the survey experiment reached (15) female students from the original research community, and the purpose of conducting the survey experiment was: to identify the clarity of the paragraphs of the scale used to measure psychological frequency, to ensure the clarity of the paragraphs and instructions of the scale used, to know the time taken to answer the scale by the sample.

#### 2-4-3 Main Experience:

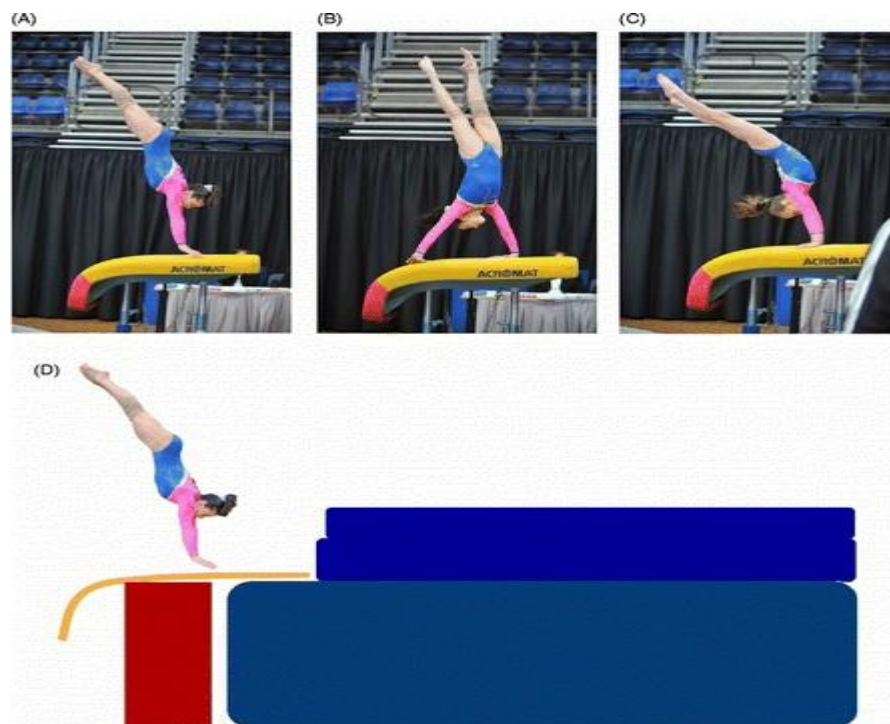
The researcher conducted the main experiment on (20-4-2025) on a sample of (70) female students of the second stage in the gymnastics hall at the Faculty of Physical Education and Sport Sciences at Diyala University, where the researcher applied the scale to the research sample, and after completing the answer to the questionnaires by the sample, the results were discharged by the researcher for the purpose of processing them, after the completion of applying the questionnaire to the sample, the jumping skill test was conducted openly for two days corresponding to (21-22/4-2025) at ten o'clock in the morning. And the gymnastics hall for female students.

2-5- Description of the jumping skill test on the jumping platform device (Nazem Abdel Razzaq, 101, 2023)

Objective of the test: Evaluate the technical performance of the jumping skill on the jumping platform device

Grade: Performance is evaluated from (10 marks)

Description of the jumping test on the jumping platform device: The student stands on the floor movement mat with a distance of (25 m) and the body is in one straight direction directed to the jumping platform device, which is (125 cm) height for women, and when the student is ready, she begins to perform the skill after the whistle starts, where she starts running towards the platform device and two attempts are given to each student.



Picture (1) Technical steps to perform the jumping skill open on the jumping platform device

Preparatory Part: (2) Grade

It consists of a close run and its distance is (25) meters – hitting on the glove (trampoline) – the first flight.

The main part: (4) degrees, the main part starts by swinging the legs back high, and the hands are placed on the platform device, and the push is done strongly with the opening of an angle of the hip joint, and the legs are opened and the torso is lifted up by pushing the right hands, and the head is upwards, and

the chest is facing forward, and in the penultimate stage, which is the second flight stage, the chest is lifted and the hip joint angle is opened, and in the last stage, the knees are lowered and the knees are bent to stabilize.

The final part: (2) degrees by descending and raising the arms forward and up.

Aesthetics and agility in movements: (2) degrees.

## 2-6 Statistical Methods:

The researcher used the statistical package (SPSS) for the purpose of processing the results.

## 3- Presenting, analyzing and discussing the results:

3-1 Presentation and discussion of the results and analysis of the arithmetic means and standard deviations of the psychological frequency scale:

The present study aims to find out the effect of psychological frequency on the students of the second stage during the process of learning the skill of jumping open on the jumping platform device.

Table (3) The Relationship between Psychological Hesitation and Open Jumping Skill

Error Percentage	Significance	F value	Correlation coefficient (Pearson)	Standard deviation	Arithmetic mean	nun
0.01	Moral i.e. there is a relationship	15.73	-0.61**	11.3	92.4	70
-	-	-	-	1.2	6.8	70

The results of the psychological frequency scale were shown in Table (3), where the value of the arithmetic mean was (92.4) with a standard deviation of (11.3) and the error rate was (0.01), the results indicate that it is significant because the significance value is less than (0.05) and the ratio of (F) reached (15.73), and as for the skill of jumping open on the jumping platform device, its arithmetic mean reached (6.8) and a standard deviation of (1.2).

## 3-2 Discussion of the Results:

By presenting the results of Table (3), the researcher attributes that psychological hesitation is a psychological condition that directly affects female students and their skill performance, where fear and anxiety are in control of them, so they are reluctant to apply the skill in its correct form or not to apply it, or because of the presence of other external factors that affect them, such as problems and family circumstances, or their lack of self-confidence, or because of listening to what others say of hurtful and harmful words, such as she cannot perform, or she is a failed person who cannot cross and cannot



perform. This has a great impact on female students psychologically, as the results of the research indicate that there is a high inverse correlation between psychological frequency and the performance of the jumping skill on the jumping platform device, and this indicates that the increase in psychological frequency in female students leads to a decrease in performance or not, and the error rate reached (0.01), and this indicates that the results are significant, because the significance value is less than (0.05), and this achieves the current research hypothesis and confirms this (Ibrahim Al-Baqiri, 2024). In his study, he confirmed that psychological hesitation leads to a lack of self-confidence in female students, or they think that they are incompetent to complete the skill, or they feel that they are unable to start applying the skill.

#### 4. Conclusions and Recommendations:

##### 4.1 Conclusions:

- The students of the second stage have a high psychological frequency when learning the skill of jumping open on the jumping platform device.
- There is an inverse negative relationship between the psychological hesitation of female students and the performance of the skill.

##### 4.2 Recommendations:

- The necessity of applying the psychological frequency scale to other activities and samples.
- Psychological preparation of female students and trying to find solutions to any psychological problem they go through by the teaching staff.
- Increasing the number of lectures and counseling sessions for students in general to reduce their psychological hesitation and increase their self-confidence.
- Conducting studies similar to other psychological variables on female students.

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### Supplements

#### Psychological Frequency Scale

I agree to a very small degree	I agree to a small degree	Moderate OK	I highly agree.	I agree very much	Paragraphs	t
					I hesitate when I get close to the edge of the device.	1
					I have enough confidence to perform the jump open on the jumping platform machine.	2
					Knowing the objective of the skill helps me perform comfortably	3
					My pulse rises before performing my gymnastics skills.	4
					I am optimistic about my ability to perform the jump on the platform machine.	5
					I have previous experience that enables me to jump on the machine comfortably.	6
					My body pattern causes me to be confused before entering the lecture.	7
					Being aware of the height of the platform makes me hesitant to apply the skills.	8
					My willpower affects my performance greatly and positively.	9
					The presence of teachers and assistants around the device motivates me to perform the skill.	10
					The spirit of hope for good performance makes me insist on mastering the skill.	11
					My poor physical preparation makes me reluctant to perform my gymnastics skills.	12
					I am very pessimistic from the moment of the collision and afraid of the moment of contact with water.	13
					My body tilt during flight makes me anxious about performing the skill.	14
					My poor performance in gymnastics causes me to hesitate to perform the skill	15
					I hesitate to jump in if I feel scared of injury when performing the skill.	16
					The teaching instructions before the jump make me reassured and my performance is good.	17
					Repeated failures cause me to be confused and hesitant to perform my swimming skills.	18
					I see that the nature of my clothes when jumping makes me hesitant and uncomfortable	19
					My desire and love for gymnastics lessons prompt me to perform the rest of the skills.	20

					The large number of female students reduces my determination to perform well.	21
					My concentration gets distracted when I hear words like not being able to perform in gymnastics class.	22
					The presence of a tutor makes me unhesitant to perform my swimming skills safely	23
					My perception of the flight and landing phase on the device motivates me to do a good performance of the skill.	24
					I hesitate when I feel weak in the skill to be performed.	25
					When some people make fun of me, I hesitate to do some skills.	26
					My sense of courage makes me able to perform all your gymnastics skills well and beautifully.	27
					My feeling of shame causes me to lose self-confidence and fear.	28
					My sense of exhaustion and fatigue makes me hesitant to perform my gymnastics skills.	29
					I have a high morale that makes me skilled in performing my gymnastics skills wonderfully.	30