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THE EFFECTIVENESS OF TEACHING SOME MODERN METHODS IN LEARNING BASIC SKILLS IN VOLLEYBALL AND ITS IMPACT ON REDUCING STANDING AWKWARDNESS AMONG STUDENTS OF PREPARATORY SPORTS TEAMS

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Research Summary
The research aims to identify:
The Effectiveness of Teaching the Method of Self-Examination in Learning Some Basic Skills of Volleyball among Students of Sports Teams for the Preparatory Stage
The difference between the self-examination method and the command method in learning some basic volleyball skills among the students of the sports teams of the preparatory stage.
- Identifying the level of awkward embarrassment among the students of the sports teams of the preparatory stage.
The effectiveness of using the self-examination method and its effect on reducing the stress of the sports teams of the preparatory stage.
The difference between the method of self-examination and the command method and its effect on reducing the awkward embarrassment among the students of the sports teams of the preparatory stage.
The researcher used the experimental method for its suitability and the nature of the research and its problem, and the experiment was carried out on the students of the sixth grade of preparatory school in Nowruz Preparatory School for Boys for the academic year 2023-2024, who numbered (60) students distributed over three divisions, namely (A, B, and C), and their number was respectively (20, 20, and 20) students, and the Nowruz Preparatory School was selected.In order to determine the two research groups to which the main research experiment will be applied, the researcher relied on conducting the lottery process randomly between the three divisions, and the two divisions (A and B) were selected to be the experimental group to which the self-examination method will be applied and the division (B) the control group to which the command method will be applied. In order to avoid the impact of previous experiences in some students, as well as the presence of some anomalous values in the data of the research sample members that may affect the research results, the researcher relied on the exclusion of a number of students from both divisions in determining the research sample, as well as the endowment critical scale was used for the experimental and control groups under study, and the researcher used the following statistical means (arithmetic mean, standard deviation, Simple correlation coefficient (Pearson), test (test , T), torsion coefficient, coefficient of difference.

1- Introducing the research
1.1 Introduction and Importance of Research
The study of physical education is considered an important science and a wide and large field of education, as this important educational field is witnessing technological and scientific development in all areas of life, due to the use of modern and advanced educational methods and methods, which help them to face the difficulties

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and challenges facing the educational and educational process, as (Ahmed and Abu Shiha, 1998, 141) point out: "The appropriate teaching method is that method that creates the appropriate atmosphere of supportive human relations between learners on the one hand and the teaching on the other hand." Second, it also enjoys communicating ideas to learners, as well as encouraging the ability and creativity in solving problems, enhancing learners' self-confidence, and increasing their motivation to learn and think."

He also considers that the most progressive societies are those that pay great attention in the field of sports, especially in the field of education, "and specialists interested in the field of physical education believe that the development in this field should aim at understanding the objectives of the subject, its content, and the method used by educators in reaching the achievement of goals, the level and the methods that can be followed in training it" (Al-Dairy, (1993, p. 343).

As the educational and educational process is not limited to the amount of information provided, but depends on the methods and methods of use that the teacher relies on in the educational process, a good teacher is the one who can apply the optimal and appropriate method that helps him to increase the desire and motivation of the learners to receive knowledge, taking into account the desire and tendencies of the learner, as (the trick) indicates that adherence to an appropriate method in teaching saves a lot of the time of the teacher and the learner and will save them effort. It leads them to the greatest result and with the least possible time and effort, so the importance of this method is focused on how to exploit the content of the educational material in a way that enables all learners to reach the level we seek to achieve" (Al-Hila, 2001, p. 56).

The game of volleyball is also one of the important games for the ease of this game, but when performing this game, it requires a high level of compatibility in the performance of skills, which leads to failure in implementation if these skills are not mastered, and this gives embarrassment by the learners in the application, and here comes the role of sports psychology in addressing these cases that hinder the development in the teaching of skill performance, and here the importance of research is manifested by improving the level of learning skill performance for the educated students. The application of the method of (self-examination) and its role in reducing the awkward embarrassment that accompanies the application of skills by the learned students.

1- 2 Research problem

Experts in teaching methods and methods emphasize the need to apply teaching methods that care about learners, and their adoption in this that the learner is the focus of the educational process, and this means moving from the old philosophies that emphasize the role of the teacher as the leader and implementer of all educational activities to another educational philosophy that emphasizes the positive role of learners. As the focus of the educational process, as the improvement of skill performance depends on the extent to which learners interact with the teaching method followed, and for this it requires the use of methods that are commensurate with the desires, tendencies, abilities and preparations of the students, through which the teacher can reach the learners to the best possible level of skill performance.

The game of volleyball is a team game characterized by the element of suspense and accuracy, and it needs a lot of interaction and joint work between the members of the same team, so it needs to master some basic skills because it is of great importance in building a strong and good base in developing the various skills of the game to reach good performance.

Also, the performance of skills for the game of volleyball is one of the most difficult skills, because it needs compatibility and moving quickly, which generates hesitation in the performance of the skill during the implementation of the skill, as well as to embarrassment by students in front of their colleague.

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It requires the teacher to raise the level of the psychological aspect, especially to reduce the awkward embarrassment.
Therefore, the researcher decided to study this problem and use the method of self-examination to address this problem
Accordingly, the research problem can be formulated by the following question :
1- Did my self-examination and command methods have an effect on learning some basic volleyball skills and reducing the awkwardness of the students of the sports teams of the preparatory stage?
1-3 Research Objectives
The Effectiveness of Teaching the Method of Self-Examination in Learning Some Basic Skills of Volleyball among Students of Sports Teams for the Preparatory Stage
The difference between the method of self-examination and the command method in learning some basic skills of volleyball among the students of the sports teams of the preparatory stage.
- Identifying the level of cognitive embarrassment among the students of the sports teams for the preparatory stage.
The effectiveness of using the self-examination method and its effect on reducing the stress of the preparatory sports teams.
The difference between the method of self-examination and the command method and its effect on reducing the awkward embarrassment of the students of the sports teams of the preparatory stage.
1-4 Research Areas:
1- Human Field: Students of the Preparatory Stage of Nowruz School for Boys for Displaced People in Duhok Governorate
2- Temporal Domain: From 5 /11/ 2023 to 20 /12/ 2023
3- Spatial Field: Nowruz School Yard for Boys
1.5 Defining the Terms
Self-Examination Technique
Al-Atwa & Al-Zubaidi, 2009) defined it as ateaching style that uses the event sheet (data) and gives feedback to itself, which is why this method is called the method of self-examination.
(Al-Atwa, Al-Zubaidi, 2009, p. 242)
The researcher defines it procedurally
It is the method in which the learner relies on the worksheet (data) in order to gain feedback, after performing the skill to be learned, and making the appropriate decision to evaluate his performance of the skill in comparison with the assignment sheet.
1.6 Critical Status
I knew him (Zainab , 2012)
It is a phenomenon of emotional states due to external circumstances affecting the individual's soul, which leads to a comparison of the contradiction between the realistic image and the imaginary image drawn by the brain, which will reflect negatively on some of the functional indicators of the individual clearly.
(Zainab, 2012, p. 50)
The researcher defines it procedurally
It is the inability of the individual to perform the motor duty of the skill correctly due to the embarrassment he was exposed to in front of his colleagues due to external or internal circumstances surrounding the learner.
3- Research Methodology:
The researcher used the experimental method for its suitability and the nature of the research and its problem
3-1 Research Population and Sample:

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The research population consisted of (60) students of the sixth grade of preparatory school in Nowruz Preparatory School for Boys for Displaced Persons in Duhok Governorate for the academic year 2023-2024, numbering (60) students distributed over three divisions, namely (A, B, and C), and their number was respectively (20, 20, and 20) students, and the Nowruz Preparatory School was selected.In order to determine the two research groups to which the main research experiment will be applied, the researcher relied on conducting the lottery process randomly between the three divisions, and the two divisions (A and B) were selected to be the experimental group to which the self-examination method will be applied and the division (B) the control group to which the command method will be applied.

In order to avoid the impact of previous experiences in some students, as well as the presence of some anomalous values in the data of the research sample members that may affect the results of the research, the researcher relied on the exclusion of a number of students from both divisions in determining the research sample, as follows :

1- Division (A) (5) students, (3) students representing the school's volleyball team and (2) students were excluded due to physical differences.
2- Division (B) (5) students, (1) students representing the school's volleyball team and (4) students were excluded due to physical differences.

Therefore, the research sample consists of (30) students and (15) students for each group and the table (1) The number of members of the research sample and the teaching method shall be determined.

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Table (1)
Indicates the number of members of the research sample and the method applied

Style Applied	Number of students in the final sample	Students Excluded	Total Number For Sample	Division	Collection
Breath Examination Method	15	5	20	(a)	Experimental
The Command Method	15	5	20	(b)	Officer
	30	10	40		Total

3-2 Homogeneity and parity of the two research groups:

3.2.1 Homogeneity in the basic variables (height, mass, age):

The researcher and the assistant team deliberately measured the variables (height, mass, age), and Table (2) shows this.

3.2.1.1 Homogeneity of the research sample:

The homogeneity was tested by **Levene's** test for the variables and measurements of height, weight, and age, and the results were as follows:

Table (2)
Shows the homogeneity of the sample in the variables of height, weight and age

Significance of the differences	**sig**	**levene's**	**±**	**Going to-**	**Unit of Measurement**	**Variables**
Insignificant	0.060	4.108	0.05	1.65	**meter**	**Length**
Insignificant	0.662	0.157	11.08	66.74	**kg**	**Weight**
Insignificant	0.241	1.431	0.61	18.35	**Sunnah**	**lifetime**

At ≤ Error Ratio (0.05)

Table (2) shows that the calculated values between the research variables (height, weight, and age) were respectively 0.060, 0.662, and 0.241, all of which are greater than the approved significance level of 0.005, which indicates that the sample is homogeneous in the three variables.

3.2.1.2 Parity in the basic skills tests in volleyball and the interval critical scale

After the basic skills of volleyball were selected by the experts and specialists, the researcher conducted the equivalence between the two research groups with the help of the assistant work team, and Table (3) between the equivalence process between the two research groups.

Table (3)
Shows the equivalence between the two research groups in the scale and the tests

	sig	**(t) Calculated**	**Groups**	**Scale**

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Significance of the differences			Officer		Experimental		
			±on	Q-	±on	Q-	
Insignificant	0.651	0.423	2.21	118.20	2.09	117.46	**Forest Endowment**
Insignificant	0.782	0.457	0.79	14.93	0.79	15.06	**Transmission accuracy**
Insignificant	0.843	0.280	1.26	14.80	1.34	14.66	**Near-grid setup accuracy**
Insignificant	0.675	0.202	1.95	29.40	1.68	29.53	**Setup accuracy**

At ≤ error ratio (0.05) and degree of freedom (28)

Table (3) shows that the value of the significance level of the Forest Endowment Scale and the three skill tests was respectively (0.651, 0.782, 0.843, and 0.675), and because they are greater than the value of the approved significance, it was found that there are non-significant differences between the two research groups, which indicates the equality of the two groups in the scale and the three skill tests.

3-3 Exploratory Experiment:

(Al-Mandalawi, 1990) mentioned "practical training carried out by the researcher in order to identify the pros and cons facing the researcher during the work of conducting the tests in order to avoid them", as the researcher conducted the exploratory experiment on 5/11/2023 on the students of Division (C), which are (10)) from the research community from outside the research sample and they were randomly selected in order to obtain the following:

1. The researcher's ability to conduct tests related to the research
2. Determine where the main experiment will be carried out and the conditions that accompany the implementation of the pre- and post-tests
3. Overcoming errors if any and before executing the main trial tests
4. Identify the barriers that accompany the testing
5. Know the time it takes to perform research tests and confirm the validity of the tools used
6. See how your team is able to perform tests

(Al-Mandalawi, 1990, p. 107)

3-4 Scientific Conditions for Tests:

3.4.1 Honesty

3.4.1.1 Apparent honesty

In order to ensure the validity of the tests, the researcher presented these tests to a group of experts, and after emptying the presented questionnaires, the researcher obtained an agreement rate (100%), which indicates the experts' judgment that these tests measure what they were designed for.

3.4.1.2 Stability

The researcher conducted a test on a sample of (10) students from the research community outside the research sample and from the students of the (C) division, and in light of this, the researcher conducted, on

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9/11/2023, the tests, then these tests were reapplied a week later and on the sample itself, and the simple correlation coefficient (Pearson) was calculated between the scores of the two tests, and the results of the correlation showed that there is a significant correlation relationship of (6, 8), 0%) which confirms
The stability of the tests selected by the specialists.

3.4.1.3 Objectivity

In order to identify the objectivity of the applied tests, the researcher calculated the Pearson correlation coefficient between the scores of two judges, and it was concluded that the value of objectivity was high (0.84%).

3-5 Critical Endowment Scale:

The researcher chose the endowment embarrassment scale, where the researcher (Pan, 2007, p. 56) built the scale.

3.5.1 Description of the scale and the correction switch:

The Endowment Critical Stress Scale designed by (Ban Adnan Mohammed, p. 194) where the scale has been used in the field of physical education, and the scale is codified and has high honesty and consistency, as the researcher will apply the scale to the research sample, and the scale consists of (42) items as explained in Appendix (1).

Instructions of the Endowment Critical Scale:

The researcher explained the instructions of the test in detail to the students, as he asked them to answer the paragraphs of the scale objectively and honestly because of its great importance for the educational process and scientific research, and the researcher followed the following steps:

- Distributing questionnaires to students and preparing the required supplies for the sample members to answer the scale.
- Emphasizing the understanding of the sample members in how to answer the scale.
- The student answering the scale must write the name and division.
- Explain the instructions for the questionnaire and how to answer it and give an example to clarify each answer.

The researcher examined the questionnaires to make sure that all students completed the answer, and after receiving the scale forms after answering them by the students, the scale was corrected according to the concepts of scale correction, which apply to positive and negative answers.

3.6 Implementation of the main experiment:

After the researcher completed the requirements of the experiment in identifying the two research groups and achieving parity between them, the main research experiment was applied on 19/11/2023, where the researcher taught the experimental and control groups and used in teaching the experimental group (self-examination method), while the control group was taught (in the command method) and the teaching continued over (32) days for the academic year 2023-2024 according to the prepared teaching plan. by the researcher and with two educational plans per week for each group, and the implementation of the experiment was completed on 20/12/2023.

3-7 Post-Tests:

The researcher conducted the post-tests for the research sample on 24/12/2023, as the post-tests were conducted under the same conditions as the pre-tests were conducted in terms of the tools used, as well as the time, place of the test, and the same team that assisted the researcher, and the data was recorded in a special form for registration.

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3-8 Statistical Methods:

To reach the results of the current research, the researcher used the statistical package (SPSS) using the following statistical methods:

- Arithmetic mean.
- Standard deviation.
- Simple correlation coefficient (Pearson).
- Test (Test , T).
- Torsion coefficient.

4-1 Presentation of the results of the Endowment Critical Scale for the two research groups:

4.1.1 Presentation of the results of the pre- and post-measurements of the experimental group in the endowment of the Endowment Assessment Table

Table (4)

Shows the arithmetic media, standard deviations of the Forest Stop Scale for the pre- and post-measurements, the value of (t) and the level of significance for the experimental group

Significance of the differences	sig	(t) Calculated	Experimental Group				Scale
			Post		Tribal		
			±on	Q-	±on	Q-	
Moral	0.003	3.663	3.01	112.93	2.09	117.46	Forest Endowment

At ≤ error ratio (0.05) and degree of freedom (14)

Table (4) shows that the value of the significance level of the forest endowment scale reached (0.003), and because it is smaller than the approved significance value, it was found that there are significant differences between the pre- and post-measurements, which indicates a development in the level of forest endowment among students, and the researcher attributes this development to the teaching method used by the researcher with the experimental group (self-examination method).

4.1.2 Presentation of the results of the pre- and post-tests of the control group in the Endowment Critical Scale

Table (5)

Shows the arithmetic media, standard deviations of the Stop-Critical Scale for the pre- and post-measurements, the value of (t) and the level of significance for the control group

Significance of the differences	sig	(t) Calculated	Control Group				Scale
			Post		Tribal		
			±on	Q-	±on	Q-	
Insignificant	0.334	1.022	2.11	117.80	2.21	118.20	Forest Endowment

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At ≤ error ratio (0.05) and degree of freedom (14)
Table (5) shows that the value of the significance level of the forest endowment scale was (0.334), and because it is greater than the value of the approved significance, it was found that there are no significant differences between the pre- and post-measurements, which indicates that there has been no development in the level of forest endowment among students, and the researcher attributes the lack of development to the teaching method used with the control group (the command method).

4.1.3 Presentation of the results of the telemetry between the two research groups on the intersectional embarrassment

Table (6)
Shows the arithmetic media, standard deviations of the Forest Stop Scale for the two dimensional measurements, the value of (t) and the significance level of the experimental and control groups.

Significance of the differences	sig	(t) Calculated	Telemetry				Scale
			Officer		Experimental		
			±on	Q-	±on	Q-	
Moral	0.000	5.637	2.11	117.80	3.01	112.93	Forest Endowment

At ≤ error ratio (0.05) and degree of freedom (28)
Table (6) shows that the value of the significance level of the forest endowment scale reached (0.000), and because it is smaller than the value of the approved significance, it was found that there are significant differences between the experimental and control groups, which indicates the superiority of the experimental group over the control group in the level of forest endowment, and the researcher attributes this superiority to the teaching method used with the experimental group (self-examination method) and the survival of the control group On the usual method of teaching.
The "self-examination" method is one of the modern methods of teaching that leads to the promotion of positive interaction between students and the educational content, which increases deep and focused understanding and increases comprehension, especially that this method helps students develop their self-learning skills and develop the ability to evaluate their progress, which enhances their educational independence. On the other hand, the researcher believes that modern teaching methods provide immediate feedback, which helps students to correct mistakes faster, which contributes to improving their performance continuously, and thus has been reflected in improving the level of their forest stop.
On the other hand, the control group may remain less interactive in the traditional way of teaching , which limits the effective participation of students and their interaction with the educational material, as the negative learning atmosphere is prevalent and is more repetitive and memorized, which may not contribute to the development of deep understanding or critical thinking in them.
Finally, the researcher points out that the superiority of the experimental group over the control group in the level of forest endowment indicates the effectiveness of the modern teaching method (self-examination method) compared to the traditional method. "This excellence can be attributed to several factors, including

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promoting positive interaction, improving students' self-learning skills, and providing real-time feedback, which leads to improved overall student performance."

(233-235 , 1993 , Thomas)

4-2 Presentation of the results of the basic volleyball skills tests for the two research groups:

4.1.1 Presentation of the results of the basic volleyball skills tests between the pre- and post-tests of the experimental group

Table (7)

Shows the arithmetic media, standard deviations of the pre- and post-skill tests, the value of (t) and the significance level of the experimental group

Significance of the differences	sig	(t) Calculated	Experimental Group				Unit of Measurement	Skill tests
			Post		Tribal			
			±on	Q-	±on	Q-		
Moral	0.000	9.885	0.89	18.33	0.79	15.06	degree	**Transmission accuracy**
Moral	0.000	8.563	1.33	17.73	1.34	14.66	degree	**Near-grid setup accuracy**
Moral	0.000	9.226	1.19	35.12	1.68	29.53	number	**Setup accuracy**

At ≤ error ratio (0.05) and degree of freedom (14)

Table (7) shows that the value of the significance level of the three skill tests was (0.000, 0.000, and 0.000) respectively, and because they are smaller than the approved significance value, it was found that there are significant differences between the pre- and post-tests, which indicates a development in the three tests.

4.2.2 Presentation of the results of the basic skills tests in volleyball between the pre and post tests of the control group.

Table (8)

Shows the arithmetic media, standard deviations of the pre- and post-skill tests, the value of (t) and the level of significance for the control group

Significance of the differences	sig	(t) Calculated	Control Group				Unit of Measurement	Skill tests
			Post		Tribal			
			±on	Q-	±on	Q-		
Moral	0.000	5.137	0.61	16.33	0.79	14.93	degree	**Transmission accuracy**
Moral	0.007	3.154	0.65	16.12	1.26	14.80	degree	**Near-grid setup accuracy**
Moral	0.000	5.012	2.08	32.73	1.95	29.40	number	**Setup accuracy**

At ≤ error ratio (0.05) and degree of freedom (14)

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Table (8) shows that the value of the significance level of the three skill tests was (0.000, 0.007, and 0.000) respectively, and because they are less than the approved significance value, it was found that there are significant differences between the pre- and post-tests, which indicates a development in the level of the three tests.

4.2.3 Presentation of the results of the basic volleyball skills tests between the two research groups

Table (9)

Shows the arithmetic media, standard deviations of the post-skill tests, the value of (t) and the level of significance for the experimental and control groups

Significance of the differences	sig	(t) Calculated	Post-testing				Unit of Measurement	Skill tests
			Officer		Experimental			
			±on	Q-	±on	Q-		
Moral	0.000	7.009	0.61	16.33	0.89	18.33	degree	**Transmission accuracy**
Moral	0.000	4.516	0.65	16.12	1.33	17.73	degree	**Near-grid setup accuracy**
Moral	0.001	3.651	2.08	32.73	1.19	35.12	number	**Setup accuracy**

At ≤ error ratio (0.05) and degree of freedom (28)

Table (9) shows that the value of the significance level for the three skill tests was (0.000, 0.000, and 0.001) respectively, and because they are smaller than the approved significance value, it was found that there are significant differences for the post-test between the experimental and control groups, which indicates that The experimental group excelled in the three tests, and the researcher attributed this superiority to the teaching method used with the experimental group.

The "self-examination" method has helped students to evaluate their performance of skills periodically and continuously, which enables them to identify strengths and weaknesses and work on developing them permanently, and this is in addition to the immediate feedback provided by this method, which helps students to correct their mistakes in real time and improve their skills quickly, and in addition to the above, this method makes Students are more motivated and positive towards learning and developing their skills, and continuous interaction with exercises and activities increases students' enthusiasm and interest, which reflects positively on their performance in skills. This method enhances the ability of students to apply what they have learned in actual situations in play, which leads to improving their performance, and this method enables students to analyze their performance on their own, as students learn from their mistakes that they have fallen into and work to avoid them in the future, which contributes to the continuous development of their skills.

Finally, the researcher points out that the remarkable superiority of the experimental group in the post-volleyball skills tests can be attributed to the multiple benefits of the "self-examination" method, which enhanced self-evaluation , interaction, motivation and adaptation to modern training methods, all of these factors combined contributed to the development of students' skills in the three tests. This is in line with what (Osama, 1997) said: "The player's self-evaluation is the key to the confidence and motivation of the learner in arousing many positive emotions for the learner, as it gives him self-confidence, which in turn arouses vitality, confidence, pleasure and satisfaction for the learner player.

(Osama, 1997, p. 351)

5. Conclusions and Recommendations:

5.1 Conclusions:

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1- The effectiveness of the self-examination method in teaching the basic skills in volleyball.
2- The control group that implemented the command method had a remarkable learning in teaching the basic skills of volleyball.
3- The effectiveness of the self-examination method in reducing the level of endowment embarrassment.

5-2 Recommendations:

1. Emphasizing the use of the method of self-examination in teaching the basic skills of volleyball, as a better method than the command method in our schools.
2. Benefiting from the Stop-Stop Critical Scale periodically by the subject teacher in order to determine the level of motivation and social interaction of students.

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Accessories (1)

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Shows the Endowment Critical Scale Form
Dear Student, the researcher aims to measure the endowment critical through your answer to the endowment critical scale, and accordingly, you should read the instructions of the scale carefully, and the accurate answer to its paragraphs and instructions are:

1- Write the name clearly and the division.
2- Your answer will be completely confidential and will be seen by no one but the researcher.
3- The need to answer the paragraphs honestly and accurately.
4- Not to leave any paragraph of the scale unanswered.
5- Tick the field ✓ that applies to you in front of each paragraph.
Example of the answer:

Do not apply to	Applies to me to some extent	Applies to me greatly	Applies to me completely	Scale paragraphs	t
			✓	I can control my emotions during the exam	1

Do not apply to	Applies to me to some extent	Applies to me greatly	Applies to me completely	Scale paragraphs	t
				It's very difficult to control my emotions during the performance	1
				I find it difficult to control my emotions while performing some difficult skills	2
				When a student criticizes my performance during the module, I can't control my emotions	3
				My calmness during the module is different from performance	4
				I avoid competing with students with a high level of skill performance in the module	5
				It's not in my nature to challenge students	6
				I lack confidence in my skill performance while performing	7
				Repeating my mistakes during the module increases my lack of self-confidence	8
				My performance decreases in the module that some teachers see	9
				My physical and physical abilities are not new because I don't train well	10

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Do not apply to	Applies to me to some extent	Applies to me greatly	Applies to me completely	Scale paragraphs	t
				I am slow to understand and comprehend the teacher's directions during the module	11
				It's hard for me to regain my attention if I make mistakes in performance during the module	12
				Teacher or colleague's criticism of my performance distracts me from my good skill performance	13
				I get distracted when I hear the teachers' feedback about my performance on the floor movement machine	14
				I worry a lot when I make a mistake in my performance during the exam	15
				I worry when the teacher scolds me about my poor performance during the module	16
				I worry a lot before I start performing any skill	17
				I get free when it is hard for me to correct my mistakes while performing in the educational unit	18
				I don't fit in quickly with the student during the module	19
				I avoid accepting the student's opinions about my performance in the exam skills	20
				I worry a lot when I don't understand the teacher's explanation of the skills	21
				I worry a lot when I don't remember the theoretical material during the exam	22
				I get nervous when the teacher explains skills during the module	23
				I have the ability to control my performance well during the module	24
				My high desire for the lesson makes me perform at my best during the module	25
				I can control my emotions while performing difficult core skills	26
				My calmness helps me control my performance during the module and exam	27

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Do not apply to	Applies to me to some extent	Applies to me greatly	Applies to me completely	Scale paragraphs	t
				I have a lot of confidence in my skills and in my physical fitness.	28
				I can face difficult skills requirements during the exam	29
				I am satisfied with my skill ability to perform skills	30
				I feel good when I perform skills well	31
				Negative student feedback on my performance does not prevent me from concentrating well in the exam	32
				I can focus well on just one skill during the module	33
				I focus my attention well on my performance during the exam despite the students' criticism of me	34
				I get very nervous when the teacher evaluates my performance negatively during the exam	35
				I don't worry when I make a lot of mistakes when performing any skill	36
				I get tired a lot when it is hard for me to correct my mistakes while performing in the unit	37
				Practice on your own a lot and away from students outside of the module	38
				I try to build good relationships with students during the module	39
				I don't get nervous when I lose my focus on doing well during the theory exam	40
				I don't need the teacher to explain more skills, especially the difficult ones.	41
				I have the ability to understand more than one material during the module	42

(Muayyad & Wafa, 2020, p. 366)