



Psychological Shyness and its Relationship to Learning Motivation in Year Female Students in the Long Jump Performance Among First College of Physical Education and Sports Sciences, Al-Muthanna University

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DOI:

[https://doi.org/10.37359/JOPE.V37\(2\)2025.2320](https://doi.org/10.37359/JOPE.V37(2)2025.2320)

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Article history: Received 12/ June/2025 Accepted 17/ June/2025 Available online 28/ June/2025

Abstract

The current research aims to develop a scale for psychological shyness and motivation to learn effectively through the long jump, and apply it to first-year female students in the College of Physical Education and Sports Sciences at al-muthana University. The aim is to identify the correlation between psychological shyness and motivation to learn effectively through the long jump. To achieve this goal, the researcher employed a descriptive approach, along with survey and correlational studies, as they are appropriate for the nature of the research problem. The research population comprised (52) first-year female students in the College of Physical Education and Sports Sciences at al-muthana University for the academic year (2024-2025). (The researcher then developed a scale for psychological shyness based on a scale prepared by Salwa Abdul Mahdi Manhil, consisting of (24) items with three alternatives: (fully applicable, sometimes applicable, and not applicable at all). The total score on the scale ranged from (24-72). The researcher also developed a learning motivation scale based on the scale prepared by Muhammad Jabbar Muhammad Al-Shammari. The scale consists of (27) items with five alternatives: (agree to a great extent, agree to a great extent, agree to a medium extent, agree to a small extent, agree to a very small extent). The total score for the scale ranges from (27-135). The researcher then conducted a pilot study and extracted the scientific foundations for the questionnaires. The two questionnaires were then ready for application. The researcher began implementing the main experiment on Sunday, January 11, 2025. After administering the questionnaires, the researcher was able to obtain the results. She then used the statistical program (SPSS) to analyze the data and obtain the results. Based on this, she concluded that

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psychological shyness plays an important and effective role in learning motivation towards the long jump, as the results revealed significant correlations.

Keywords: Psychological shyness, motivation to learn effectively in long jump.

Introduction

Lectures at the College of Physical Education are considered among the most important curricular lectures given to students due to their importance in reflecting their image from various aspects (physical, educational, and psychological). Any neglect affecting these lectures results in clear negative consequences for students, leading to a deterioration of their conditions due to the pressures they face from the abundance of curricular lectures in other subjects. This does not allow them the opportunity to express their internal emotions of joy or sadness physically through their participation in physical education lectures. Furthermore, physical education lectures have educational and pedagogical objectives that are not achieved merely by participating in play. (Jawad Kadhim, M., & Salman Ahmed, 2016) On the contrary, they require teachers to exert efforts in selecting concepts and using them optimally to achieve the desired benefit. Psychology is regarded as one of the oldest sciences, having garnered significant interest from researchers and scholars in their efforts to understand the human psyche, along with the characteristics and features associated with each stage of life. It is the science that has focused on studying and understanding the individual's personality and the possibility of controlling and developing it to achieve the necessary balance in human knowledge. Sports psychology, (Kadhim & Mahmood, 2023) as a branch of psychology, attempts to understand the behaviour and experience of individuals involved in sporting activities. It investigates the characteristics, traits, and psychological states of the personality to develop this activity and achieve sports achievements and desired results, whether in lectures or practice, which contain many requirements that the practitioner must fulfil. Therefore, it requires the individual to exert efforts to overcome performance obstacles in training and competition that may hinder the achievement of their goals. People differ among themselves in terms of their natures, traits, and temperaments. Among these individuals, we observe a range of personalities, including harsh and gentle, outgoing and introverted, as well as shy individuals. Every human being has their own unique nature. In reality, there are some traits that are initially considered normal and do not pose an obstacle to the individual, such as shyness, which we may observe more during a certain period, as the individual feels shy due to the emotions they experience. In some situations, like when someone is praised for an action, shyness is considered a normal and admirable human trait. However, if shyness is constant and at a high degree for an individual, it will inevitably become a personal and psychological problem with negative effects that put the person in unenviable situations. (Kadhim, 2023) Shyness hinders and paralyzes human movement, weakens productivity, and makes individuals unable to face life, mix with people, interact with them, and benefit from them. It also prevents them from social interaction and limits their ability to receive necessary guidance. The shy person imagines that everyone is watching them, anticipating them, and listening to their words to criticise them, find fault with them, and mock them. Therefore, shy individuals often avoid social situations and try to stay away from interacting with others. Shyness is a physiological phenomenon with physical symptoms that appear on a shy person, such as facial redness, muscle tension, increased heart rate, trembling voice, and sweating. These symptoms become an additional

source of anxiety and tension, leading to embarrassing situations for the person, causing them many problems that the shy person is unable to face or solve. As a result of our experiences as students, we have observed that some female students express feelings of shyness, which prevents them from interacting and participating effectively in lectures. We also see among shy female students that when they are asked a question or an explanation for some information, they become flustered, their face turns red, and their voice trembles, so they prefer silence. Also, their lack of confidence in playing, although sometimes their performance is correct, and their feeling of dread and shyness and that others are looking at them, makes them hesitate and prefer not to participate and interact in playing within the team. Similarly, we find that the shy female student cannot ask questions related to enquiring about some information related to the game or that is difficult for her to understand, (Fadel & Kadem, 2021) which may lead to a problem in learning for the student, especially in power games activities, including the long jump, because this activity requires many repetitions to acquire and learn the skill. Thus, the student who suffers from shyness performs the skill but not willingly, and from here the importance of the research emerges to know the nature of the relationship between psychological shyness and motivation towards learning.

Research Problem

The current research problem lies in answering the following questions:

- A- What is the reality of both (psychological shyness, long jump learning motivation) among first-year female students in the College of Physical Education and Sports Sciences, Al-Muthanna University?
- B- Is there a relationship between psychological shyness and long jump learning motivation among first-year female students in the College of Physical Education and Sports Sciences?

Research Objectives

1. Develop scales for psychological shyness and long jump learning motivation and apply them to first-year female students in the College of Physical Education and Sports Sciences, Al-Muthanna University.
2. Identify the level of both (psychological shyness, and long jump learning motivation) among first-year female students in the College of Physical Education and Sports Sciences, Al-Muthanna University. .
3. Identify the correlational relationship between psychological shyness and long jump learning motivation among first-year female students in the College of Physical Education and Sports Sciences.

Research Hypothesis

- A. There is a significant correlational relationship between psychological shyness and long jump learning motivation among first-year female students in the College of Physical Education and Sports Sciences.

Research Areas:

First - Human Scope: First-year female students in the College of Physical Education and Sports Sciences / Al-Muthanna University for the academic year (2024-2025).

Second - Time Scope: From (11/11/2024 to 22/2/2025) AD.

Third - Spatial Scope: The track and field stadium at the College of Physical Education and Sports Sciences / Al-Muthanna University.

Research Methodology and Field Procedures:

Research Methodology:

The researcher used the descriptive approach with two different methods:

First - Survey Studies Method:

Where data was collected on the level of psychological shyness and long jump learning motivation among first-year female students in the College of Physical Education and Sports Sciences for the academic year (2024-2025)

Second - Correlational Studies Method: To reveal the correlational relationships between psychological shyness and long jump learning motivation, to extract the factors underlying the nature of these relationships.

Research Population:

The researcher defined her research population by comprehensive enumeration, represented by first-year female students in the College of Physical Education and Sports Sciences, Al-Muthanna University for the academic year (2024-2025), with their number reaching students. As for the sample of technicians, it included Dhi Qar University, with their number reaching students.

Research Tools, Equipment, and Instruments Used:

Data Collection Tools –

Arabic and foreign sources.

Questionnaire.

Registration form.

International Internet network.

Survey

Equipment and Instruments Used: –

Personal computer (Laptop) of Chinese origin.

Scientific calculator (Casio) of Thai origin.

Office supplies (papers and pens).

Electronic stopwatch (Casio).

Research Procedures-

Steps for Preparing the Scales

First - Psychological Shyness Scale: The researcher reviewed many sources and previous studies, and accordingly adopted the psychological shyness scale prepared by (Salwa Abdul Mahdi Manhil:). This is because the scale measures the same objective that the researcher seeks, which is to measure the level of psychological shyness. The scale consists of items with

three alternatives: (fully applicable, sometimes applicable, and not applicable at all). The total score for the scale ranges from 24 - 72 degrees.

Second - Learning Motivation Scale:

The researcher reviewed many sources and previous studies, and accordingly adopted the learning motivation scale prepared by (Muhammad Jabbar Muhammad AlShammari:). This is because the scale measures the same objective that the researcher seeks, which is to measure the level of learning motivation. The scale consists of items with five alternatives: (agree to a very great extent, agree to a great extent, agree to a moderate extent, agree to a small extent, agree to a very small extent). The total score for the scale ranges from - degrees. Then the researcher made an adjustment to the scale items by changing the activity in each item from volleyball to long jump activity, in order to suit the required objective.

Questionnaire Instructions:

Setting instructions is of considerable importance in the success of the measurement process. Studies have proven the importance of the role these instructions play in interpreting or influencing the results, which makes it difficult to compare the results of the same measurement in different situations (Amin Kholi:). The instructions for the questionnaires (Psychological Shyness and Learning Motivation) were prepared to clarify to the female students how to answer the items. Care was taken in preparing these instructions to be clear and easy to understand. To increase clarity, the instructions included a special model on how to answer the questionnaire items. The instructions also indicated that there is no correct or incorrect answer, and the important thing is to choose the response that applies to the female students more than others. The female students were also asked to answer all questionnaire items honestly and accurately. The instructions for each questionnaire were written on a separate page of the questionnaire pages. To increase the clarity and understanding of the instructions, the researcher read them and explained them to the female students while answering questions and enquiries about them.

Implementing the Conditions for Applying (Questionnaires):

To get an honest answer, the researcher had to plan the questionnaire's application to create suitable conditions for the respondents and control factors that could interfere with the procedure's integrity. Among the most important of these factors are measurement conditions, standardisation of the measurement situation, and clarity of instructions (Sabah AlAjili:). The researcher tried to control the aforementioned factors to ensure the integrity of the procedure as much as possible and was keen to make the instructions clear in meaning to simplify the process of performing the measurement and achieve the desired goal.

Pilot Study:

Experts and specialists recommend ensuring the suitability of the measurement for the sample, by conducting a pilot study, which is an initial experiment conducted by the researcher, in order to identify the negatives and positives that may accompany it when conducting the main experiment, or the questionnaire items and their other details may not be as clear to the respondents as they are to the researcher. Therefore, a pilot study was conducted at 8:30 : AM on Sunday, January 5 ,2025 , in the indoor hall at the track and field stadium in the College of Physical Education and Sports Sciences, Al-Muthanna University. Questionnaires were

distributed to 10 female students, and the purpose of conducting the pilot study (sadeq:2025) was:

- 1- Identify the difficulties that the researcher may face when applying the questionnaires.
- 2- The content, and in answering the items in terms of their ease or difficulty; for the purpose of rephrasing.
- 3- The time taken by each for giving instructions.

The latter is calculated by extracting the average time resulting from dividing the sum of the times taken by the respondents: the first and the last divided by (2). It was clear from this that the response time for the Psychological Shyness questionnaire was 12 minutes, and the response time for the Learning Motivation questionnaire was 10 minutes. The results of this experiment also showed that all the aforementioned objectives were achieved, which indicates the good response of the female students and their eagerness to answer the questionnaires and their good presentation and organization. It also appeared to the researcher that all the questionnaire items were clear and understandable to the female students.

Calculating the psychometric properties of questionnaires:

The availability of psychometric properties in a questionnaire is a fundamental basis that contributes to determining the suitability of the questionnaire or test for application. These properties are important scientific indicators that should be achieved in order to obtain a good questionnaire or test. Therefore, the standardization process requires certain conditions that play a major role in confirming the validity and scientific nature of that standardization. The measurement tool's results' validity and reliability are among the most important conditions, as explained below:

A- The validity of the survey results:

It means that the test and its content are presented to a group of experts (Abdul Jalil: 1991: 44), and the researcher verified the validity by using the two extreme groups' validity, as the two extreme groups' validity is one of the important indicators of validity. To achieve this, the total scores of the tests were arranged from the highest to the lowest score, and the two extreme groups were determined from the total number of students (50) students, with a percentage of (50%) and an average of (25) student in each group. Then, the researcher used the (t) value for two independent samples to determine the significance of the difference between the two extreme groups. Table (1) illustrates this.

Table 1
The test results are accurate.

| Variables | Unit of measurement | Minimum group | | Senior group | | Calculated value (of t) | Significance level | Statistical significance |
|-----------------------|---------------------|---------------|-------|--------------|-------|-------------------------|--------------------|--------------------------|
| | | S | A | S | A | | | |
| Psychological shyness | degree | 50.269 | 6.239 | 63.365 | 5.106 | 4.367 | 0.000 | moral |
| Learning motivation | degree | 85.631 | 6.569 | 114.236 | 6.217 | 3.981 | 0.000 | Moral |

The table above shows that the discriminant validity value was statistically significant, because the significance level value associated with the calculated (t) value was smaller than the error rate (0.05). This is an indication that the tests are capable of distinguishing between students with higher levels and students with lower levels.

B- Stability of survey results:

To verify the stability of the questionnaire results, the researcher used the split-half method. This method has advantages (Sami Mohammed: 2001: 147), which are (economy in effort and time, and it eliminates the effect of changes in the examinee's scientific, psychological, and health conditions that may affect their performance level).

This method relies on dividing the questionnaire into two halves: the first half contains the odd-numbered items, and the second half contains the even-numbered items. Thus, this method provides equivalent scores for the two halves of the tests. To calculate reliability, data from 50 students were used.

Then, the researcher proceeded to verify the homogeneity of the two halves of the questionnaire by using the (LEVENE) test, and Table (2) illustrates this.

Table (2)
The consistency between the two halves of the form for the measures

| | Scale | Value LEVENE | Significance level | Statistical significance |
|---|-----------------------------|--------------|--------------------|--------------------------|
| 1 | Psychological shyness scale | 0.406 | 0.637 | homogeneous |
| 2 | Learning motivation scale | 0.412 | 0.558 | homogeneous |

Table (2) shows that the significance level value for the LEVENE test was greater than the error rate (0.05), and this is due to the absence of differences between the two halves of the questionnaire, which indicates the presence of homogeneity between the two halves of the questionnaire .

Then the researcher confirmed the reliability coefficient between the two halves of each scale by using the correlation coefficient (simple Pearson), and the value of the reliability coefficient of the half-test was modified by the reliability significance equation (Spearman-Brown) as in Table (3)

Table 3
Split-half test reliability coefficients with correction factor for scales

| The scale | Pearson's correlation coefficient | Significance level | Statistical significance | Factorial Spearman Brown | Significance level | The significance statistic |
|-----------------------------|-----------------------------------|--------------------|--------------------------|--------------------------|--------------------|----------------------------|
| Psychological shyness scale | 0.886 | 0.000 | Spiritual | 0.939 | 0.000 | Spiritual |
| Learning Motivation Scale | 0.769 | 0.007 | Spiritual | 0.869 | 0.001 | Spiritual |

The table above shows that the significance level of the Pearson correlation coefficient and the Spearman-Brown correlation coefficient is less than the error rate (0.05), which means there is a significant correlation between the two halves of each scale, indicating that the scales are reliable.

C- Objectivity of survey results:

The researcher derived the objectivity coefficient of the questionnaires in the current study by finding the correlation between the results of the two judges who recorded the questionnaire results, and it was found that there is no difference between their recordings.

The main experiment

After conducting the exploratory experiment and confirming the validity of the questionnaires, the researcher began the main experiment on the research sample, which consisted of (42) female students. The results of the exploratory experiment, which involved (10) female students, were adopted, bringing the total number to (52) female students. This experiment was conducted on the field and track at the College of Physical Education and Sports Sciences, Al-Muthanna University, on Sunday, January 12, 2025, at 8:30 AM.

Statistical methods used in the research:

The researcher used the statistical program (IMB v27.1 – SPSS) to process the data and present the results. Below is a presentation of the statistical methods used:

- The arithmetic mean.
- The standard deviation.
- The standard error.
- Pearson correlation coefficient.
- Spearman-Brown correlation coefficient.
- The hypothetical medium.
- The value of (t) for a single sample.

- Presenting, analyzing, and interpreting the results

Statistical Description of Research Variables:

Table (5)

The statistical description of the research variables

| The variable | Unit Measurement | Sample size | Scale degree | The arithmetic mean | Standard deviation | Hypothetical environment | Value (t) | Significance level | Statistical significance |
|-----------------------|------------------|-------------|--------------|---------------------|--------------------|--------------------------|-----------|--------------------|--------------------------|
| Psychological shyness | Degree | 52 | 72 - 24 | 67.192 | 5.045 | 48 | 27.432 | 0.000 | Spiritual |
| Learning motivation | Degree | 52 | 135 - 27 | 82.615 | 10.666 | 81 | 13.092 | 0.000 | Spiritual |

The table above indicates that the degree of shyness among first-year female students was elevated, as the significance level of the t-test above the error rate of 0.05. This is also substantiated by the observation that the mean value exceeded the hypothetical mean. The table indicated that the desire for learning among the students was not statistically significant, since the significance threshold exceeded the error rate. Despite the mean value exceeding the hypothetical mean, the motivation for learning in athletic skills fell short of expectations.

Presentation of the correlation results between the research variables

Table (6)

The correlation relationship between variables

| Variables | Value (R) | Significance level | Contribution rate (R ²) | Adjusted contribution ratio | Standard error |
|---|-----------|--------------------|-------------------------------------|-----------------------------|----------------|
| Psychological shyness × Learning motivation | 0.899** | 0.000 | 0.802 | 0.798 | 1.85623 |

Table (5) shows a significant correlation between psychological shyness and learning motivation, as the significance level of the Pearson correlation coefficient is less than the error rate (0.05), indicating the significance of the correlation. The table also shows that learning motivation explains 80.2% of psychological shyness, meaning that learning motivation is not only affected by psychological shyness but also by other factors that the researcher did not address.

Discussion of the results

The results obtained by the researcher indicated that shyness has a significant impact on the motivation of female students. The researcher believes that psychological shyness leads to avoiding participation during lectures, and they hesitate to ask questions about the motor performance of the long jump skill for fear of being judged or asked to perform, which consequently reduces their educational material, their interaction in the lecture, and weakens their comprehension. This is supported by (Khouh, Hanan, 2002: 18) who stated, "Shyness causes a person to adopt a withdrawn behavior pattern and prevents opportunities to learn skills."

The researcher believes that psychological shyness leads to social isolation, as confirmed by (Maysara Nabil: 2005: 45) who stated, "The shy learner avoids group work or studying with classmates, missing out on the opportunity for cooperative learning, which plays a role in enhancing understanding and achievement."

The researcher also believes that fear of evaluation plays a role in shyness, which is confirmed by (Fadila Arafat: 2005: 27) "that anxiety about performing tests or public evaluations leads to avoiding educational situations and also avoiding practical application in front of students, which negatively affects academic achievement."

Conclusions and recommendations

Conclusions

By presenting and analyzing the research results, the researcher reached the following conclusions:

The psychological shyness scale, which the researcher prepared, was able to measure psychological shyness among first-year students in the College of Physical Education and Sports Sciences at Al-Muthanna University.

The motivation scale for learning the long jump skill, which the researcher prepared, was able to measure the motivation for learning the long jump skill among first-year female students in the College of Physical Education and Sports Sciences at Al-Muthanna University.

The motivation to learn the long jump skill among the female students was not at the desired level. The level of motivation to learn the long jump skill among the female students was not up to the expected standard.

The level of shyness among the female students was high. The level of shyness among the female students was high.

Psychological shyness plays an effective role in the motivation to learn among female students due to its impact and significant correlation. Psychological shyness plays an effective role in the motivation to learn among female students due to its impact and significant correlation.

Recommendations

1. Utilizing the scale of psychological shyness and motivation towards learning, which the researcher developed to measure the level of psychological shyness and motivation towards learning. The researcher prepared the scale of psychological shyness and motivation towards learning to gauge the degree of psychological shyness and motivation towards learning.

We are encouraging female students to engage in sports activities. We are encouraging female students to engage in sports activities.

Attention to guidance and psychological counseling programs in universities and family encouragement. Attention to psychological counseling and guidance programs in universities and family encouragement.

Diversifying activities among the students in the lecture and involving all the students to reduce shyness. Diversifying activities among students in the lecture and involving all students to reduce their shyness.

We are providing a learning environment to reduce social pressures. We are providing a learning environment to reduce social pressures.

Conduct similar studies to apply variables that the researcher did not address to understand their impact on motivation towards learning, as the results indicated that there are variables with contributions to motivation towards learning that the researcher did not address. Similar studies should be carried out to apply variables that the researcher overlooked to comprehend their influence on learning motivation, as the revealed results suggest the existence of variables with significant contributions to learning motivation that the researcher overlooked.

Conduct similar studies using the scale that the researcher employed with students from another stage. Conducting similar studies to apply the scale used by the researcher to students at another stage.

Table1
The final version of the psychological shyness scale

| It does not apply to him at all. | Applicable Sometime s it happens to him. | Applicable Absolutely on him | Paragraphs | ت |
|----------------------------------|--|------------------------------|--|----|
| | | | I hesitate a lot before participating in any lecture. | 1 |
| | | | I have difficulty talking to someone I don't know. | 2 |
| | | | I feel nervous before a sports event. | 3 |
| | | | I get annoyed when the students look at me during the performance. | 4 |
| | | | I am sweating while participating in the long jump event. | 5 |
| | | | I get very nervous before performing the long jump skill. | 6 |
| | | | I always hesitate when I'm asked about a topic in the lecture. | 7 |
| | | | I feel my mouth go dry when I'm asked to apply the skill. | 8 |
| | | | I get very nervous when I have to speak in front of a group of female students. | 9 |
| | | | My thoughts wander while practicing the skill. | 10 |
| | | | I get annoyed when others watch me while I'm exercising. | 11 |
| | | | My face sometimes turns red when I explain the skill in front of the students. | 12 |
| | | | I am unable to participate in the discussion if there is a group discussion about the long jump event. | 13 |
| | | | I feel nervous when I practice the skill in front of others. | 14 |
| | | | When I am among my colleagues, I try not to share the skill explanation with them. | 15 |
| | | | I avoid discussions with the students about the event. | 16 |
| | | | My heart rate increases when I'm asked to explain the skill. | 17 |

| It does not apply to him at all. | Applicable Sometimes it happens to him. | Applicable Absolutely on him | Paragraphs | ت |
|--|--|------------------------------------|---|----|
| | | | I always feel physical reactions (like coughing, pain, and sweating) when I'm asked to explain the skill. | 18 |
| | | | I need time to overcome my shyness in unfamiliar situations. | 19 |
| | | | I feel a lack of confidence in myself when applying the skill in front of others. | 20 |
| | | | I feel like time moves slowly when I'm asked to explain the skill in front of others. | 21 |
| | | | I avoid participating in the lecture. | 22 |
| | | | I think about things that have nothing to do with the lesson I am in. | 23 |
| | | | I prefer silence for fear that others will turn their gaze towards me. | 24 |

Table 2
The final version of the motivation towards learning scale

| I agree to a very small extent. | I agree sometimes | I somewhat agree. | I strongly agree. | I strongly agree. | The phrases | ت |
|---------------------------------|-------------------|-------------------|-------------------|-------------------|---|----|
| | | | | | The times spent teaching the long jump skill; I consider them enjoyable and exciting. | 1 |
| | | | | | I have great confidence in my skills and physical fitness. | 2 |
| | | | | | When I can't perform the skill, I give up easily. | 3 |
| | | | | | Coordination among colleagues to execute the exercises correctly. | 4 |
| | | | | | Learning to perform the skill is a real pleasure for me. | 5 |
| | | | | | What worries me is what others think about my physical and skill abilities. | 6 |
| | | | | | I blame my colleagues when I fail to execute what is required in learning the skill. | 7 |
| | | | | | Repetitive exercise bores me. | 8 |
| | | | | | It's difficult for me to keep learning the skill repeatedly every week. | 9 |
| | | | | | I avoid challenging my strong colleagues when executing the skill. | 10 |
| | | | | | I am not sure about my physical and skill abilities in long jump. | 11 |

| I agree to a very small extent. | I agree sometimes | I somewhat agree. | I strongly agree. | I strongly agree. | The phrases | ت |
|---------------------------------|-------------------|-------------------|-------------------|-------------------|---|----|
| | | | | | I tell my colleagues when their performance in the skill is below their level. | 12 |
| | | | | | I apologize when participating in competitions with my strong fellow competitors. | 13 |
| | | | | | I respect the system and the rules of the lesson even if it conflicts with my interests. | 14 |
| | | | | | I do not accept the practice of artistic performance that lasts for long periods. | 15 |
| | | | | | I can't control my emotions when my colleagues make a mistake against me. | 16 |
| | | | | | I quickly regained my normal state after performing the skill or after the teacher criticized me. | 17 |
| | | | | | I possess a great deal of confidence in my skills and the ability to execute them successfully. | 18 |
| | | | | | It seems that I am not putting in my utmost effort in skill performance. | 19 |
| | | | | | I avoid taking on leadership positions in class because they cause stress. | 20 |
| | | | | | I avoid giving feedback to my colleagues in case they make some mistakes during practice. | 21 |
| | | | | | I ignore the rules and performance systems if they are not in my favor to excel. | 22 |

| I agree to a very small extent. | I agree sometimes | I somewhat agree. | I strongly agree. | I strongly agree. | The phrases | ت |
|---------------------------------|-------------------|-------------------|-------------------|-------------------|--|----|
| | | | | | I consider myself one of the good athletes who help the teacher during the lesson. | 23 |
| | | | | | Sometimes I don't put in all my effort during long jump practice. | 24 |
| | | | | | I believe I can defeat any competitor in skill performance. | 25 |
| | | | | | Sometimes I apologize for not exercising or participating in it. | 26 |
| | | | | | I feel happy when my colleagues excel in performing the learned skill exercise. | 27 |

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